The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools

SEND Policy

Author: **Head Teacher**

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Governor Committee Policy presented to:
Whole Governing Body

Related Policies:

Safeguarding Policy	Accessibility Plan	Admissions Policy
Anti-Bullying Policy	Behaviour and Discipline Policy	Complaints Procedure
Inclusion Policy	Equality Policy	SEND Information Report
Curriculum Policies		

Introduction

This policy has been written to promote the successful inclusion of pupils with special educational needs and disabilities at Bildeston and Whatfield Primary Schools.

At Bildeston and Whatfield Primary Schools, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. ALL children benefit from Quality First teaching (QFT): this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs (SEND) meet the definition of disability but this policy covers all of these pupils. Our SEND policy reinforces the need for QFT which is fully inclusive.

"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." (COP June 2014)

"A child of compulsory school age or a young person has a learning 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 facilities of a kind generally provided for others of the same age in mainstream schools." (COP June 2014)***

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."***

Objectives

The specific objectives of our special educational needs and disabilities policy are as follows:

- To identify students with special educational needs and disabilities as early as possible in their school career and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To meet individual needs through a wide range of provision.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions that affects their education.
- To promote effective partnership and involve outside agencies when appropriate.
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Measuring Success

The success of the school's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed and the Governing Body will detail the successful implementation of the policy and the effectiveness of the provision made at the appropriate governors meeting in the autumn term. The head teacher and governors will then set new success criteria specified in the school development plan. For further detail please refer to the school development plan.

Administrative Details
The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.
The Special Educational Needs and Disability Co-coordinator (SENDco) for the Federation is Mrs Clarke, who fulfils this duty on a part-time basis. Mrs Woodfield is SENDCo at Bildeston and is the first point of contact for SEND at Bildeston Primary School.

A specific governor is assigned to SEN, although the Governing Body as a whole is responsible for making provision for the pupils with special educational needs and kept fully informed through the Head Teacher's report.

The designated safeguarding leads are: Mrs Healy and Mrs Shaw for Bildeston and Mrs Clarke and Mrs Shaw for Whatfield.

The Governing Body has agreed with the LEA admissions criteria which does not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the Equality Act 2010.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The schools do not have a special unit.

Mrs Clarke and Mrs Shaw have led schools that host specialist support centres and have a very inclusive attitude towards special needs. Mrs Branton has a Level one accreditation in dyslexia.

Teaching and non-teaching staff are involved in the review of the SEND policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. Teachers with responsibility for areas of the curriculum will review and monitor progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDco.

Admissions.

Pupils with special educational needs will be admitted to Bildeston and Whatfield Primary in line with the school's admissions policy.

The schools are aware of the statutory requirements of the SEND and Disability Act 2001 and the Children's and Families Act 2014 and will meet the Act's requirements. The schools will use parental and outside agency meetings to closely ascertain the learning difficulty and will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Access for Disabled.

Please refer to our Accessibility Plan for details of access for pupils or parents with disabilities

https://www.bildestonprimaryschool.co.uk/accessibility-plan/

https://www.whatfieldprimaryschool.co.uk/accessibility-plan/

Identification and Assessment of Special Educational Needs
A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and regular pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

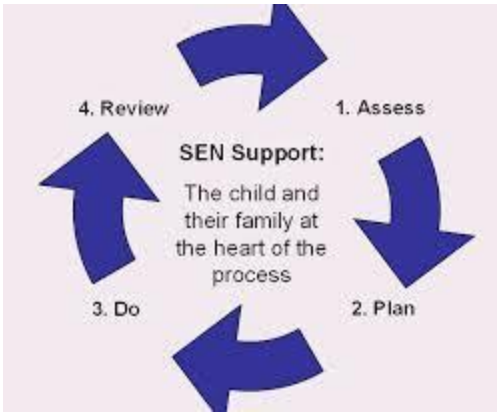
In deciding whether a child needs additional to and different from provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage interventions may be put in place to support identifying needs. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Specialist Education Support (SES)
- Speech and Language Therapy Service (SALT)
- Educational Welfare Team (EWO)
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support**.** The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review (APDR)* with the child/young person at the centre of the process. A SEND Support document, such as a one-page profile, pupil passport or learning plan will be started. Our Learning Plans are a working document which will be updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from coordinated support from more than one agency an Early Help meeting may be suggested.

The four-part cycle:



Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan. Copies of Learning Plans would normally be sent to parents/carers.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed termly by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle uses earlier decisions and the actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

There are four areas of need as stated in the SEND Code of practice, 2014 with some examples of possible need:

- Communication and interaction: Autistic spectrum and language disorders.
- Cognition and Learning: Dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global development delay. Processing difficulties.
- Social, Emotional and Mental Health difficulties: ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties.
- Sensory and / or Physical: Hearing / Sight impaired, Cerebral Palsy.

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.

- Attendance and punctuality.
- Health and Welfare.
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a looked after child (LAC)

A range of evidence is collected through the following assessment and monitoring arrangements.

- Whole school tracking data as an early identification indicator (Wellcomm language, BPVS Vocabulary Assessments).
- The analysis of data: entry profiles at Foundation Stage – baseline assessment, phonics assessment, end of EYFS data, KS2 SATs, Year 4 Multiplication Test, reading ages, spelling ages, and termly pupil assessments.
- The following up of teacher concerns.

- The following up of parental concerns – parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise further action will be taken.
- Tracking individual progress over time.
- Information from previous schools on transfer.
- Information from other services.

If any of these suggest that the learner is not making progress, the teacher will consult with the SENDCO in order to decide whether additional and/or different provision is necessary.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. If you are concerned that your child may have neurodevelopmental challenges, you may wish to discuss getting them diagnosed with the school. We can access support through the NDD Pathway. More information about this can be found by visiting https://www.suffolklocaloffer.org.uk/health-and-wellbeing/autism-adhd-and-neurodevelopment/the-east-west-suffolk-ndd-pathway

We also acknowledge that some families choose not to have their child diagnosed and wish to emphasize that provision at our school is needs led rather than diagnosis based.

Behaviour is not always classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be in response to trauma or to home-based experiences we complete an Early Help Referral with the family and support the child through that process. Schools will complete a behaviour support plan.

We can also access support from County via Specialist Education Support (SES). The Local Authorities offer can be viewed here.
https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=3

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or direct them to the Mental Health Support Team via the school.

Private Assessments

We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant. Some families may choose to have their children assessed privately. **We would strongly encourage you to speak to school staff before pursuing this route.** Private assessments will be dealt with and considered on a case-by-case basis.

Various private companies will probably wish to speak to the school regarding the child's needs and usually request various pieces of paperwork are completed including questionnaires. We will endeavour to do this within a reasonable time frame, however please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, a copy of the report and diagnosis should be shared with the school. The report may provide action points and this will be discussed case by case about the school's capacity to meet these. It is important to understand that some of the recommendations suggested

by private professionals are not always reasonable and within our remit to provide as a local authority-maintained school but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response.

If seeking a private assessment please ensure that processes and diagnoses meet the same standards as those expected of the NHS.

If an assessment completed by a privately funded provider or practitioner complies with National Institute of Clinical Excellence (NICE) guidelines, then it should be considered equivalent to an NHS assessment and should be treated as such. NICE guidelines can be found here:

Autism Spectrum Condition Diagnosis in under 19s

https://www.nice.org.uk/guidance/cg128

Attention Deficit Hyperactivity Diagnosis in under 19s

https://www.nice.org.uk/guidance/ng87

It is important to note that not all assessments carried out privately meet the suggested criteria. Please check before proceeding with any private assessment that it will meet the necessary standards:

- Autism assessments must be conducted by a multidisciplinary team of appropriately trained and qualified clinicians. In practice, this means that at least two clinicians from different professional backgrounds must be directly involved in the assessment. This may be a Practitioner Psychologist (Clinical or Educational), Paediatrician, Psychiatrist, Speech and Language Therapist, or Occupational Therapist.
- Whilst it is often beneficial for ADHD assessments to be conducted by a multidisciplinary team, this is not essential as one appropriately trained and qualified clinician is considered sufficient for the diagnosis of ADHD.
- The clinician(s) involved in an Autism or ADHD assessment must be registered with an appropriate professional body [e.g. Health and Care Professions Council (HCPC) or General Medical Council (GMC)].
- All Autism and ADHD assessments must gather a comprehensive history of general development. This must have included gathering information about biological, social, environmental and psychological factors that might have impacted the young person's development.
- All Autism and ADHD assessments must have gathered information from multiple sources about a young person's possible areas of difference across their lifespan. This should involve in-depth discussions with the young person if they are able to engage in these conversations, in addition to their parent carer and others who know the young person well (e.g. teachers, practitioners from other settings, other key people in the young person's life).
- All Autism and ADHD assessments must have involved at least some interactional and/or observational assessment with the young person directly. Whilst this can in some circumstances be via online video assessment, information from other sources must be sufficient to compensate for this.
- Any appropriate alternative or additional explanations for a young person's experiences or areas of difference have been adequately considered and assessed. This might include

considering whether a young person's needs are better understood in terms of other diagnoses including a Learning Disability Developmental Language Disorder, or Fetal Alcohol Spectrum Disorder.

- It might also include considering whether a young person's experiences may be better understood as a response to difficult or traumatic life events, a mental health concern, relational or attachment-based concerns, or developmental trauma. It is important to remember that young people with needs relating to these areas can appear similar to those who are Autistic or have ADHD.

Please be aware that the school is unable to recommend private companies for you to use

Record Keeping.

The SENDCo maintains a list of pupils identified through the procedures listed, this is called the SEND register. This list is reviewed termly when a detailed analysis with staff takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Slow progress and slow attainment does not necessarily mean that a child has SEND. Pupils may be removed or added to the list through out their educational journey, it is not a fixed list.

All children on our SEND register will have a pupil passport/one page profile which is accessible to all staff in the school. It is important for any adult to have an understanding of how best to support SEND children. Sometimes a child may also have a pupil passport as a means to communicate their preferences to adults but are not a child with SEND.

Provision/action that is additional to or different from that available to all will be recorded on Learning Plans. This will be written by the class teacher but in consultation with pupils, parents, carers and the SENDCo. It may also involve consultation and advice from external agencies.

Learning Plans will set targets for the pupil and will detail:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

The Learning Plan and pupil passports will be reviewed on a regular basis and the outcomes will be recorded. Pupils, where appropriate, will participate fully in the review process. Parents/carers will be invited to participate in the target setting and review process in line with the SEND Code of Practice 2014.

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

We will also support applications for a dual placement or in school support from outreach agencies.

For pupils who have statements of SEND / EHCP (Education, Health and Care plans), in addition to the review of SEND Support their progress and the support outlined in their statement / EHC plan will be reviewed annually and a report provided for the Local Education Authority (LA). If a pupil makes sufficient progress a statement / EHC Plan may be discontinued by the LA.

Responsibilities.

The class teacher is responsible for:

- Quality First Teaching
- the progress and development of all pupils including those with SEND
- ensuring plans are implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND
- Investigating and trailing different interventions

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping and assessment.
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCO

The SENDCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The SEND governor is responsible for:

- reporting to the governing body on SEND.
- monitoring the effective implementation of the SEND policy.
- liaising termly with the SENDCO.
- ensuring that pupils with SEND participate fully in school activities.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets 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.

Request for an Education, Health and Care Plan (EHCP)

The school can refer a child to the Local Authority (LA) for an EHCP when, despite an individualised programme of sustained intervention within SEND support the pupil remains a significant cause for concern. A referral for an EHCP might also be requested by a parent or an outside agency.

An EHCP will normally be provided when the LA considers the pupil requires provision beyond that, which the school can offer. However, the school recognises that a referral for an EHCP does not inevitably lead to one. Children, who we think will manage in a mainstream school, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g.: of ASD, ADHDH or dyslexia) does not mean that a child needs an EHCP.

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

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

EHCP's must be reviewed annually. The head teacher / SENDCO will organise these reviews and invite:

- The pupil parent/s.
- The pupil if appropriate.
- The relevant teacher.
- Local Authority link from Family Services
- Any other person the SENDCO or parent / carer / teacher considers appropriate and necessary.

In preparation for reviews the following paperwork will need to be completed and shared with all parties before the review date.

- Child – one page profile updated, Section E review
- Parent – family views
- Where possible latest reports from agencies such as SALT.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives in the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- If appropriate to set new objectives for the coming year.

At the end of the review the annual review documentation must be circulated to all parties who attended the meeting to ensure information has been captured accurately, this should be completed within 2 weeks of the meeting. If the review causes differing opinions this should be documented on the paperwork and shared with the local authority.

Supporting pupils at school with medical conditions.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g.: an extra adult to accompany a child on a school trips/residential. Specific staff has training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.
The school office staff is responsible for the administration of medicines and health care plans/protocols.

Transition.

We understand how difficult it is for children and parents as they move into a new class or new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where important areas are.
- Opportunities to take photographs of key people / places in order to make a transition booklet.
- Home visits.
- Support with communicating/socialising with new/different children

Enhanced transition arrangements can be tailored to meet individual needs.

Transition to High School (generally Hadleigh High School is the preferred school for pupils);

- The High school SENDCO or representative will visit, phone or virtually call the school to meet with the SENDCO or class teacher to discuss individual needs in detail.

- Paperwork will be completed by the SENDCO from either school to ensure relevant details are recorded and passed on.

- An additional transition day is available for SEND children and further days are also available in consultation with the High School SENDCO if face to face transition is in place.

Consultation will take place with High Schools to enquire about their transition arrangements should a child not be attending the pyramid high school. Schools operate on a similar basis to that above to ensure the needs of the child are communicated and fully understood.

Partnership with parents / carers.

The school aims to work in partnership with parents and carers. We do this by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers the opportunity to play an active and valued role in their child's education.

- Making parents and carers feel welcome.
- Communication books may be used by teaching assistants/teachers
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS): https://www.suffolksendiass.co.uk
- Understanding the particular needs and offering additional support to carers of LAC and adoptive parents.

Parents of any pupil identified with SEND may contact SENDIASS for independent support and advice.

Our local SENDIASS worker can be contacted through SENDIASS on 01473 265210 (Monday – Friday – you may have to leave a message.)

If you have a SEND issue you are invited to email Mrs Shaw on office@bildeston.suffolk.sch.uk.

Disability Living Allowance (DLA) Forms

The school will provide statements and if needed supporting evidence e.g. reports, descriptions of support, attendance reports for DLA applications upon request by parents within 3 weeks of receiving a request.

Detailed statements provided by school staff will focus on the child's needs during the school day, particularly regarding supervision, care, and extra support needed compared to peers. If we do not provide additional to or different from support we will record on the statement that the child at school accesses the environment, learning and behaviour curriculum in line with age expectations. It is the parent/carer's responsibility to complete the DLA form and submit it to the Department of Work and Pensions (DWP). All information regarding a child's disability, DLA status, or award will be treated as confidential and kept securely. If the SENDCo is unavailable to complete, Mrs Shaw will be responsible for coordinating the necessary reports.

Involvement of pupils.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014.) Where appropriate all pupils are involved in monitoring and reviewing their progress.

SEND provision.

Children with SEND are entitled to access the full life of the school. This may include:

- Full access to all curriculum subjects wherever possible in terms of health and safety.
- Homework.
- Clubs.
- Assembly

- ❖ Trips.
- ❖ Swimming.
- ❖ School Teams
- ❖ Sport
- ❖ Plays / productions.
- ❖ Extended provision – where applicable.

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group or one to one
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

Our school offer is available on our website and is shown as universal provision, targeted provision and specialist provision.

Complaint Procedures

The school's complaint procedures are set out in the complaints procedure published on the school website or available from either office. The child's teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.

Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about the process available on request.

Training

All of our teachers are trained to work with children with SEND. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The head teacher / SENDCO take responsibility for prioritising the training needs of staff. Our SEND information report highlights yearly training https://www.whatfieldprimaryschool.co.uk/_site/data/files/send/F96CDCB2F1E0CE985001E7958F1B8E4A.pdf

External Support Services

The various external support services mentioned in the previous section, a graduated approach to SEND support, play an important part in helping the school identify, assess and make provision for pupils with special educational needs

If we identify information we can't access without the aid of additional, more specialist help, and the school has the option to buy in additional expertise from the LEA. This includes access to Educational Psychologists and Advisory teachers.

Full details of the External Support Services can be found on Suffolk County Councils Local Offer. The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page

In addition, https://www.access-unlimited.co.uk is the one stop shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

Effective working links are also maintained with other primary schools in the Hadleigh pyramid of schools including Hadleigh High School. Half termly SEND meetings take place to ensure consistent and effective provision across the pyramid.

Resources.

The provision for SEND is funded through the main revenue budget for the school. High Tariff Needs Funding (HTNF) is available to apply for on a termly basis for children with severe and complex additional needs.

The full range of practical and day to day resources available at Bildeston and Whatfield can be found on the school SEND information report accessed on the school websites:
https://www.bildestonprimaryschool.co.uk/send-information/
https://www.whatfieldprimaryschool.co.uk/send-information/

Storing and Managing Information

We are mindful of our responsibilities under GDPR legislation. Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Paper Pupil SEND files are kept in a secure area in the school offices. Most files are now electronic. Individual SEND files are transferred to receiving schools when pupils leave, usually by hand or by secure electronic transfer.

Equal Opportunities.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout school.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.
Date of next review: November 2027.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEND Governor, staff and representative parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, http://www.Bildeston.suffolk.sch.uk or http://www.whatfield.suffolk.sch.uk/
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and the Children's and Families Act 2014 and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
School SEND Information Report (2015)
Safeguarding Policy
Accessibility Plan
Teachers Standards 2012

Key Documentation

The following documents have informed this guidance which parents may find helpful:
Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25
Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/SEND-guide-for-parents-and-carers
Supporting pupils at school with medical conditions
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

Signed …… Signed ……..

Head Teacher Chair of Governors

Date …… ***Date of Review July 2027***