

Balksbury Federation Special Educational Needs and Disability (SEND) Policy

For terms and acronyms in this policy, please see the Glossary on p.16.

At Balksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well-rounded and responsible individuals who aspire to achieve their full potential.

Balksbury Federation is determined that **all** children are given the best possible chance to succeed, through the highest standards of consistently good and engaging teaching, health and wellbeing, an enriched curriculum and focussed support.

Throughout the federation, we respect and value **every** child. Providing a safe, secure and welcoming learning environment that will ensure **each** child gains a wealth of educational experiences as they move on their journey from Year R to Year 6.

We believe passionately in the importance of inclusion and equality for all. We believe that an effective federation is an inclusive one.

We understand that each child has individual and unique needs. However, some children require more support than others to achieve. We recognise that children learn at different rates and that there are many factors influencing progress including ability, emotional state, age and maturity. Therefore, we acknowledge that some children may need a little extra support for a short period, or for longer periods of time.

Through providing extra support, we believe that all our children regardless of age, gender, ethnicity, special need or background will receive an equal opportunity to progress and fulfil their potential.

We believe that:

- **All** children are special and valued equally
- **All** children should have an equal opportunity to access a broad and balanced curriculum
- **All** children are entitled to an appropriately differentiated curriculum to ensure access and success
- **Every** teacher is responsible for **every** child in their class
- **Every** teacher is accountable for **every** child's progress
- **Every** teacher is entitled to high quality professional development
- **Every** teacher should understand the individual needs of **all** their children
- **Every** teacher should have the support of a qualified and experienced SENDCo
- **All** teachers are teachers of children with Special Educational Needs or Disabilities

Our Aims/Objectives

Our principal aim is to provide a broad and balanced curriculum for **all** our children, including those with Special Educational Needs and/or disabilities. This means that we will:

- Identify, as soon as possible, children who need extra help and support
- Enable each child to reach his/her potential
- Raise the aspirations of and expectations for all children with SEND

- Enable each child to participate and contribute fully to school life
- Endeavour to meet the individual needs of each child by supporting them in various ways
- Encourage and develop each child's self-esteem
- Develop lively, enquiring minds and a positive, confident attitude to learning
- Provide a physical, social and secure environment that is conducive to learning
- Closely monitor children with SEND by following the "assess, plan, do, review cycle"
- Recognise, celebrate and record achievements
- Provide access to and progression through the curriculum
- Work with parents to provide support and opportunities for children with SEND
- Work with other agencies to provide support and opportunities for children with SEND
- Use a variety of teaching strategies to provide effective and meaningful learning
- Support all staff with the teaching of children with SEND
- Provide a range of resources to support staff in their teaching of children with SEND
- Include the voice of the child

Admission Arrangements

The Federation adheres to the admission policy of Hampshire County Council. We will not refuse admission to any child on the grounds that we believe we are not able to meet the child's SEND.

Please see the Federation's Admission policy for further details.

Special Educational Needs and Disability Co-Ordinator (SENDCo)

The SENDCo for the Balksbury Federation is Miss S. Bodinham.

Miss Bodinham is non-class based and works across the Federation every day. She has the appropriate training and qualifications for the SENDCo role, including the National Award for Special Educational Needs Co-ordination. She is also a member of the Federation's Leadership team.

Miss Bodinham can be contacted via each school's Admin Office.

Definition of Special Educational Needs (SEND)

SEN Code of Practice (2015, updated September 2024) p.15 – 16

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

A child of compulsory school age or 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,
- 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

Special Educational provision is provision that is additional to or different from that made generally for other children of the same age.

Definition of Disability under the Equality Act 2010

A child is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

What 'substantial' and 'long-term' mean:

- 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions e.g. arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you are diagnosed with HIV infection, cancer or multiple sclerosis.

Areas of need

The SEND Code of Practice (2015, updated September 2024), groups SEND into 4 broad categories of need:

- **Communication and Interaction** – children who have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This includes:
 - Speech and language difficulties, delay, impairments or disorders
 - Autistic Spectrum Condition (ASC)
- **Cognition and Learning** – children who learn at a slower pace than their peers, even with appropriate differentiation. This includes:
 - Moderate, severe or profound learning difficulties
 - Specific learning difficulties such as dyslexia, dyscalculia, dyspraxia or dysgraphia
- **Social, emotional and mental health difficulties** –
 - Children who experience a wide range of social and emotional difficulties which manifest themselves in different ways, such as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour
 - Children whose behaviour may reflect underlying mental health difficulties, such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
 - Children who may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** – children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with:
 - Vision impairment
 - Hearing impairment
 - Multi-sensory impairment – children who have a combination of vision and hearing difficulties
 - Physical disability – children who require additional on-going support and equipment to access all the opportunities available to their peers

Identification of SEND

When identifying the needs of a child, we always consider the needs of the whole child. This means we take into account all aspects of the child, not just the special educational needs they may or may not have.

The following are **NOT** an indication of SEND on their own, however we do acknowledge that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools under current Disability Equality legislation – these alone do not constitute SEND)
- Behaviour difficulties – any concerns relating to a child’s behaviour should be seen as an underlying response to a need which we will recognise and identify
- Slow progress and/or low attainment
- Attendance and punctuality – children who are regularly late or absent from school
- Health and Welfare
- English as an additional language (EAL) – children whose first language is not English
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a parent/parents in the armed services

SEND support

The Code of Practice states that if a child has been identified as having SEND, the school should take action to remove the barrier(s) to learning and put effective special educational provision in place (*2015, updated September 2024 p.100*). This is known as SEN Support.

This support takes the form of a 4-part cycle where previous decisions and actions are revisited, refined and revised with a growing awareness of the child’s needs and what helps them to make good progress and reach good outcomes. This is known as the graduated approach (see below).

Either the teacher or a parent can raise a concern that a child may have SEND.

When a concern is raised, the class teacher takes early action to assess and address the difficulties, by following the graduated approach.

Parents and carers are involved through the whole process. They will discuss the concerns and the provision in place, with the class teacher in the first instance and with the SENDCO as needed. Discussions and meetings will generally take place termly, unless there is a need for more regular meetings.

Children are also involved in the process in a way that is appropriate for their SEND, age and development.

The Graduated Approach (see also Appendix A)

The Federation uses a ‘high quality, inclusive teaching’ approach for **all** our children in the first instance. This is also known as Ordinarily Available Provision.

The key characteristics of ‘high quality, inclusive teaching’ are:

- Highly focused, engaging lessons with appropriate differentiation for all groups of learners – including alternative methods of recording
- Lessons with clear, specific learning objectives and success criteria

- High demands of child involvement and engagement with their learning
- High lessons of interaction for all groups of learners
- Effective and appropriate use of questioning, modelling and explaining
- Effective use of plenaries, thinking and processing time
- Effective and appropriate use of resources suitable for all groups of learners
- Focused group work with the teacher, LSA (Learning Support Assistant) or one of the SEN Team

Each class teacher is responsible and accountable for the progress and development of **all** the children in their class, including those children who receive support from an LSA, SNA (Special Needs Assistant) or external agency.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching (*Code of Practice 2015, updated September 2024 p.99*).

We regularly and carefully review the quality of teaching for all children, including those at risk of underachieving, through:

- Observing the child in lessons
- Looking at the child's work and books
- Child conferencing – talking to the child about their work
- Data analysis
- Pupil progress meetings

We also review the staff's knowledge and understanding of high-quality teaching practices and SEND and provide the necessary professional development opportunities.

The Code of Practice states that schools should use a 4-part cycle – **assess – plan – do – review** to determine a child's needs and the appropriate support that should be in place (Appendix B).

Assess

When children start in a new class, the new teacher will use the information given by the previous teacher, school or pre-school to determine the baseline of each child. They may complete some additional assessments as well. Then every term, the teachers assess the children's learning to determine how much progress each child is making and what next steps are needed.

Discussions between the parents, class teacher, Year Group Leader and SENDCo take place for those children who are making less than expected progress, given their age and individual circumstances, despite targeted support.

This can be shown by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap between the child and their peers

In these discussions further evidence may be used and collected to determine the child's needs and what further support will be required. This may include:

- The school/class teacher's assessments, records and experience of the child

- The child's work
- The child's previous progress and attainment
- Information from the previous pre-school, infant or junior school (if appropriate)
- Specific reading or spelling tests
- Dyslexic screening tests
- Discussions and reports from external agencies who may be working with the child
- The views and experiences of the parent(s)
- The child's own views

We also use Hampshire guidance to determine whether a child meets the criteria for SEND.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>

Plan

The teacher and SENDCo, in consultation with the parent(s) and the child, will agree on the appropriate programme of support. This will include:

- The adjustments that need to be made/the interventions and support needed
- The expected outcome/impact of the support on their progress, behaviour or development
- A date for review

Anyone working with the child, will be made aware of their needs, the programme of support, the intended outcomes and the appropriate teaching strategies or approaches that are required.

A programme of support can include:

- Some 1-1 or small focused group activities led by an LSA or one of the SEN Team
- A focused intervention programme
- Use of special equipment
- Different learning materials or resources

In some cases, with permission from the parents, the SENDCo may seek specialist advice and support from an external agency (see p.8).

Do

The programme of support is implemented.

The class teacher remains responsible for working with the child on a daily basis. If the intervention or support requires group or 1-1 support from an LSA or the SEN Team, the teacher must still maintain responsibility for the child. The teacher should work closely with the LSA or specialist staff involved, to plan and assesses the impact of support and interventions. They will also ensure that the support and interventions are linked to the classroom teaching. The SENDCo will support the teacher in assessments of the child's strengths and weaknesses, problem solving and advising on the effective implementation of support.

Parents will be kept informed of what support is in place.

Review

The support and interventions a child receives are regularly evaluated. This is to determine the impact and effectiveness the support is having on the child's learning. The views of the child and their parents are taken into account.

This then leads to a review of the child's needs and discussions will take place to determine whether their needs have changed. The teacher will work with the SENDCo to revise the support in place, taking account of the child's progress and development, and will decide on any changes to the support and outcomes. The parents and the child will also be involved in these discussions.

Education, Health and Care Plan (EHCP)

If a child has significant and complex SEND, they may require an EHCP.

An EHCP is a legal document that sets out the child's needs and the extra provision they require. It is written when the Local Authority (LA) decides that the special educational provision the child needs cannot reasonably be provided within the resources normally available to the school. These resources can include staff time and special equipment.

If a child's needs are demonstrating significant cause for concern, then a request for an Education, Health and Care (EHC) needs assessment may be made. The purpose of the assessment is to find out, exactly what the child's special educational needs are and to identify the special help they might need.

An EHC needs assessment can be requested by the child's parents, the school (in agreement with the parents), and where appropriate, the child themselves. The school will have already shared with the parents their concerns, the support already given and the progress the child has made.

Once the request has been made, the LA will contact the relevant people involved with the child for additional information and evidence. They review all this and make a decision, which would be either:

- The child is issued with an EHCP
- The LA do not feel at that time the child needs the extra support and so it is turned down

The whole process, from the request to the final EHCP, should take no longer than 20 weeks (see Appendix C).

Each year, the EHCP is reviewed via an Annual Review meeting, which is arranged by the SENDCo. The SENDCo will invite the parents and every professional working with the child to a formal meeting. They will request information and advice in the form of a written report, in advance. During the meeting, the provision detailed in the EHCP will be reviewed to check it is still meeting the child's needs. If it is practical, the child should have the opportunity to produce their own report and participate in the meeting. Following the annual review meeting, a report will be written which will be circulated to all the people who were involved in the annual review process. Once the LA has received the report, they will review the EHCP and decide whether or not to accept the recommendations. They will then send the parents and school a letter with the outcome.

Managing children's needs on the SEND register

All children identified with SEND are recorded on the Federation's SEND register. This records the children, their needs, the level of support and the date that they were identified. The SEND register is reviewed and updated by the SENDCo at least termly.

All children on the SEND Register will have a Learning Provision Plan (LPP). This is a working document which outlines the provision the child is receiving i.e. the extra support received during lessons and additional interventions.

The LPP is shared and discussed with the parents. It is reviewed regularly to re-assess the identified provision and to inform the next steps for support. It is the responsibility of the class teacher, with support from the SENDCo, to share the LPP with the parents.

The SENDCo and the Year Group leaders, also keep records of the support the children are receiving. These detail:

- The type of support
- The frequency/duration of the support
- The success criteria/outcome of the support

These are updated termly to reflect what support the children are receiving. They are working documents.

Criteria for exiting the SEND register

In the review part of the process (p.6), if a child has made sufficient progress, which is also sustainable, then they may be removed from the SEND register. When this happens, the teacher will have a meeting with the parents, SENDCo, LSA and any specialist staff working with the child. If everybody agrees, then the child will be removed from the register.

The child will continue to be monitored through the usual school monitoring procedures. If it is felt that the child requires additional support again, then the procedures set out in this policy will be followed.

External agencies

The Federation works closely, in partnership, with external agencies to focus on the identification and provision for children with SEND.

Support from an external agency will only be requested after a discussion with the parents has taken place and written permission obtained. Parents will be kept informed of any involvement and progress.

External agencies who may be contacted, include:

- Hants SEN Service
- Hants Inclusions Service
- Educational Psychologist
- Speech and Language Therapist
- Primary Behaviour Service
- Specialist Teaching Advisory Services e.g. for Visual or Hearing Impairment and Physical Disability
- Child and Adolescent Mental Health Services (CAMHS)
- Diagnostic services e.g. The OWL Centre
- Outreach Teams e.g. from Norman Gate School or Icknield School
- Occupational Therapy/Physiotherapy
- School Nurse
- Specialist Nurses e.g. diabetes, epilepsy
- Paediatrician
- Children's services – social workers etc.

The support from an external agency could include:

- Classroom observations
- Individual work with a child
- Discussions of strategies for the teacher/LSA to use in the class
- Training for staff
- Support for parents at home

Supporting children and families

For further support, parents of children with SEND can access the Hampshire Local Offer. This sets out, in one place, information about the provision that is available across education, health and social care for children and young people in their area. It can be accessed via:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The Federation has a SEND Information leaflet for parents. It provides information about the SEND provision in the Federation. Please see www.balksburyfederation.co.uk/send

Access arrangements for assessments and tests

The class teacher, with support from the SENDCo, is responsible for ensuring that children are able to access assessments and tests. If a child's SEND means that they are unable to access standardised tests, then the SENDCo will liaise with the teacher to assess the child's eligibility for access arrangements. If a child is unable to undertake the assessments and tests, then the SENDCo will follow the relevant guidance and procedures.

The parents will be informed and participate in any decision making.

Transition arrangements and links with other schools

Transition is carefully planned for a child joining our Federation, who has or may have SEND.

Where possible, we will invite the child in for taster sessions so that they can get to know the school before joining us. We also aim to provide the child with a transition book about their new school.

The SENDCo (and any relevant staff) will attend any meetings prior to the child starting with us, to ensure we have the correct provision in place.

We request any paperwork that is relevant to a child's SEND is sent to school either before the child starts or as soon as possible afterwards.

For a child with SEND who leaves our school to join another, the SENDCo will contact the receiving school's SENDCo and share all relevant information.

Supporting children at school with medical conditions

The Federation recognises that children at school with medical conditions should be properly supported so that they have full access to their education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case, the schools will comply with their duties under the Equality Act 2010.

The Federation will work with the relevant health specialists and provide the necessary support that a child needs. Specific training will be organised for members of staff who need to work with/support the child.

Please see the Federation policy for supporting children at school with medical conditions, for further details.

Monitoring and evaluation of SEND

The provision for SEND children is carefully monitored across the Federation. This ensures that the correct provision for children with SEND is in place and that the children are making progress in their learning. The effectiveness of the support available for children with SEND is determined from information collected via observations and data analysis. Where progress is small, appropriate support is put into place to help the children move on.

Regular meetings between the SEND Governor and SENDCo take place, at which the provision and progress of children with SEND are discussed.

The Headteacher and SENDCo also meet regularly to discuss the provision for children with SEND and their progress.

Training and resources

Resources

The budget allocation is currently used for resources and LSAs/SNAs (Special Needs Assistant) salaries to support children.

It is the SENDCo's responsibility to ensure that staff have access to appropriate and adequate resources. An audit of resources is regularly completed and gaps are filled when necessary.

Training

In order to maintain and develop the quality of teaching and provision for all children, the staff undertake training and development. Staff's training needs are regularly reviewed and relevant training is provided. The Governors are committed to supporting the continual professional development of the staff.

Training may take place via external training (provided by the LA/other professionals) or In-service training.

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

Roles and responsibilities

Provision for children with SEND is a matter for the Federation as a whole.

The Governors

The Governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for children with SEND.

The named SEND Governor for the Federation is **Mrs P. Bunche**.

The Governors will ensure that:

- The necessary provision is made for any child who has or may have SEND
- A child with SEND joins in all the activities of the school alongside other children, so far as is reasonably practical and compatible with their needs
- **All** children, including those with SEND, learn and make progress
- All necessary resources are available and used appropriately
- They report to parents on the implementation of the schools Policy for children with SEND

- They have regard to the SEND Code of Practice (2015) and the Equality Act (2010)
- All staff have the appropriate training to support children with SEND
- They are up to date with SEND issues
- The accessibility plan is implemented and reviewed regularly

The Headteacher

The Headteacher is responsible for:

- The management of all aspects of the Federation's work, including provision for children with SEND
- In conjunction with the SENDCo, report termly to the Governing Body
- Working closely with the Federation's SENDCo
- The deployment of all staff within the Federation

The SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating the provision for children with SEND
- Reporting to, and, updating the Headteacher and Leadership team on all matters SEND
- Working closely with the Headteacher and the SEND Governor
- Liaising and supporting the staff
- Managing the SEN Team
- Helping staff to identify children with SEND, using the graduated approach
- Carrying out assessments and observations of children with SEND
- Liaising with parents of children with SEND alongside the teacher
- Liaising with external agencies, arranging meetings and providing a link between these agencies, teachers and parents
- Maintaining the SEND register and records
- Monitoring and evaluating the progress of children with SEND to evaluate the strategies and interventions in place
- Contributing to the training of staff
- Liaising with SENDCos in other schools to help to provide a smooth transition from one school to another
- Reviewing and updating the quality of resources
- Attending Local Authority SENDCo network meetings and keeping up to date with local and national updates
- Organising, chairing and attending annual reviews for children with an EHCP
- Ensuring special arrangements are made for those children with SEND, where appropriate, for the End of Key Stage Assessments
- Managing the provision for children with medical conditions
- Ensuring the accessibility plan is implemented and reviewed regularly, with the Governors

The SENDCo is also the Designated Teacher for Looked After Children (LAC) and Post Looked After Children (PLAC).

The Staff

The Federated Team are responsible for:

- Following the Federation SEND policy and procedures
- Working with the SENDCo to support children with SEND
- Ensuring all children make progress, including those with SEND
- Working with External Agencies
- Informing the SENDCo of any training needs

Teachers

Teachers are responsible for:

- Providing high quality teaching for all children
- Assessing children's' needs and planning appropriate adjustments, interventions and support
- Regularly reviewing the impact of these adjustments, interventions and support
- Providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis and ensuring they know the progress a child is making in an intervention by liaising with the LSA
- Liaising directly with parents
- Writing and managing LPPs
- Ensuring children are given time to complete any special programmes or interventions

Learning Support Assistants (LSAs)

LSAs should:

- Work closely with the teacher in the teaching and learning of all children
- Deliver specific programmes of support to identified children
- Provide feedback to the teacher about the progress a child has made in an intervention, lesson or activity

Special Needs Assistants (SNA)

Some children may have a specific SEND that requires 1-1 support; the role of the SNA is to provide that support. The SNA is responsible for:

- Working closely with the teacher in the teaching and learning for a specific child
- Delivering specific programmes of support
- Providing feedback to the teacher about the progress the child has made in an intervention, lesson or activity

SEND Team

We have a SEND team of support assistants, whose role (under the direction of the SENDCo) is to:

- Support children identified with SEND/additional needs to access the learning in the classroom
- Support children with an EHCP to access the learning in the classroom

- Deliver specific interventions and/or programmes of support to individual children or groups of children e.g. reading interventions, gross motor skills, social skills, physiotherapy
- Provide feedback to the teacher and SENDCo about the progress the child has made in an intervention, lesson or activity

This Team around the child approach is effective in ensuring a child with SEND has the all the support and interventions they need to be able to access the curriculum.

Emotional Literacy Support Assistant (ELSA)

ELSA is a specially trained member of staff who can support children with a variety of emotional and behavioural needs. The ELSA can focus on many areas and situations that occur at home, school or both.

These can include:

- Self-esteem
- Social skills and friendships
- Recognising emotions and learning coping strategies

Community Support Leads (CSL)

Our Community Support Leads support our children, parents and staff with a range of needs. They:

- Work with individual parents to raise their child's attendance
- Support parents who are struggling with family challenges e.g. challenging behaviour at home, bereavement, Foodbank vouchers etc.
- Signpost parents to other sources of support
- Run Parent Coffee morning groups as a source of support
- Are part of the safeguarding hour that takes place during the first hour of each day, to ensure we know where all our children are
- Support individual or groups of children with a variety of pastoral needs
- Run Young Carers club
- Liaise with Community activities e.g. Christmas hampers
- Work to support staff with the needs of individual children

Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff with lead responsibility for child protection issues, providing advice and support to other staff, liaising with the LA and working with other organisations as necessary.

The Designated Safeguarding Lead (DSL) is **Miss S. Bodinham**.

The Deputy Designated Safeguarding Leads (DSL) are:

- **Miss K. Thompson**
- **Mrs F. Farrell**
- **Miss A. Bolton**
- **Mrs C. Grinham**
- **Mrs E. Whatley**

Parent partnership

Parental support and involvement are always important, but it is essential for children with SEND. Parents will be contacted directly should there be any change in their child's progress, behaviour or provision.

Parents are encouraged to support their children as much as possible. Discussions take place between the teacher and the parents when needed. Teachers are available at the beginning and end of each day, should a parent wish to discuss a matter. The SENDCo is also available each day and can be contacted via the teacher or main office in either school.

Parents of children with SEND are consulted at each stage of any assessment and written consent is requested before seeking external agency support.

Parents are kept regularly updated on their child's progress.

Storing and managing information

Documents relating to children on the SEND register are stored in locked cabinets in the Deputy Headteachers' offices. Teachers will keep records of children's LPPs and programmes of support in a file in the classroom, where they can be accessed by those members of staff working with a child.

SEND records are passed on to a child's next school when they leave.

Please see the Federation Confidentiality policy and/or Data Protection policy for further information.

Accessibility

The Equality Act 2010, places a duty all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Federation has access for disabled children. Special arrangements at present include:

- Ramped access to the buildings and grounds
- Accessible toilets within both schools
- Priority disabled parking for drop offs and pickups
- Dropped kerbs

We regularly review the access to our Federation and make any necessary changes. Staff receive training for any required needs. For more information, please see the Accessibility Plan available on the Federation website.

Both schools have trained and qualified First Aiders and Paediatric First Aiders.

If medicines or therapy are required, the necessary arrangements are made in line with Federation policy and funding available.

Complaints procedures

We aim to work very closely with parents, but if they are unhappy about the way in which their child is being supported, they should:

- Discuss their concerns with the teacher
- Have a further discussion with SENDCo and/or Headteacher

- Talk to the Governor responsible for SEND
- Contact SENDIAS to resolve any difficulties - www.hampshiresendiass.co.uk
 - Call 0808 164 5504
 - e-mail: information@hampshiresendiass.co.uk
- Go to the LA's complaint service

In the event of dissatisfaction, parental complaints can be addressed in the first instance to the Headteacher and then to the Governing Body.

For further information, please see the Complaints Policy.

Anti-bullying

At Bawksbury Federation, we believe that **all** pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable.

For further information, please see the Behaviour and Anti-bullying Policy.

Compliance

This SEND policy complies with the statutory requirement laid out in the:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (July 2015, updated September 2024):
- Equality Act 2010: advice for schools DfE (updated June 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (Dec 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (Sept 2014)
- Bawksbury Federation Safeguarding and Child Protection policies
- Bawksbury Federation Accessibility Plan
- Teachers Standards 2011 (Updated December 2021)
- Data Protection Act (2018)

Reviewing the policy

This policy will be reviewed by the Governors on an annual basis.

Policy Agreed: Spring 2026

Policy to Be Reviewed: Spring 2027

Glossary

Annual Review - a review of an EHCP which the LA must do every 12 months (6 months for children under 5 years old)

CAMHS - Child and Adolescent Mental Health Services - a health service that offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties

DSL – Designated Safeguarding Lead - a senior member of the school who has responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and other organisations as necessary.

EAL – English as an additional language. Children whose first language is not English

EHCP - Education, Health and Care Plan - a legal document that sets out a child's needs and the extra provision they require

ELSA - Emotional Literacy Support Assistant - a teaching assistant who is trained to provide emotional and social skills support to children

LA - Local Authority - the body responsible for children's services and education. Our LA is Hampshire County Council

LAC – Looked After Children – a child who is being looked after by the LA. The majority of LAC are placed with foster carers, because it is believed to be best for children to live in a family environment. For some children however, residential care may be more appropriate.

LPP – Learning Provision Plan – a working document which should outline the provision the child is receiving i.e. the extra support receives during lessons and additional interventions. It is shared with all the staff who work with them and the parents. It is reviewed regularly

LSA - Learning Support Assistant - works in a class, under the direction of the teacher, to support individual or groups of children. Often works with children with SEND on specific targets and programmes

PLAC – Post Looked After Children – a child who immediately after being LAC (as defined above) becomes subject to an adoption order, child arrangements order or special guardianship order.

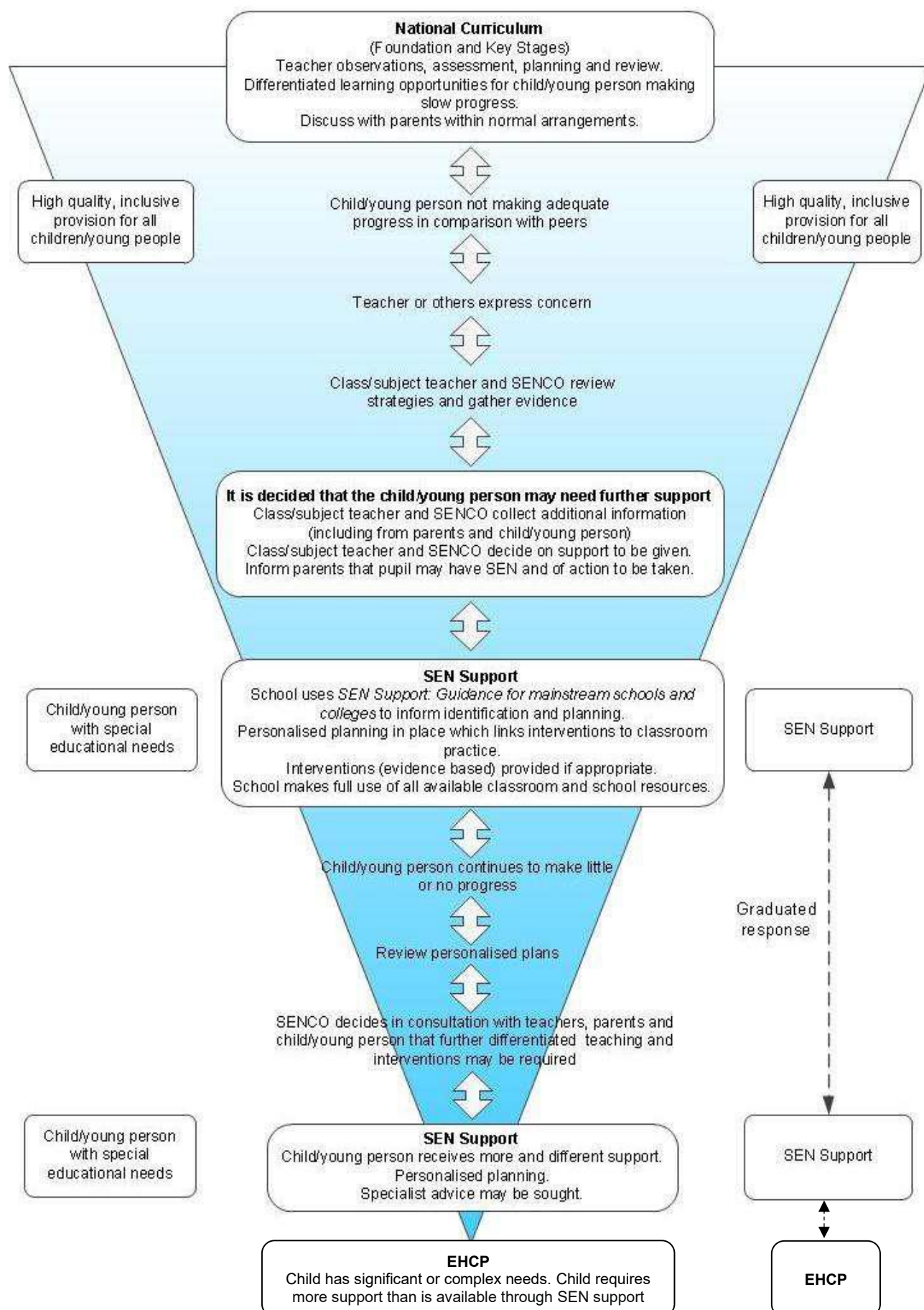
SEND - Special Educational Needs (Disability) - a child has SEND if they have a learning difficulty or disability which means they find it harder to learn than most children of the same age and so require special provision or support to access the curriculum

SEND Register - a list of all the children identified with SEND in the school

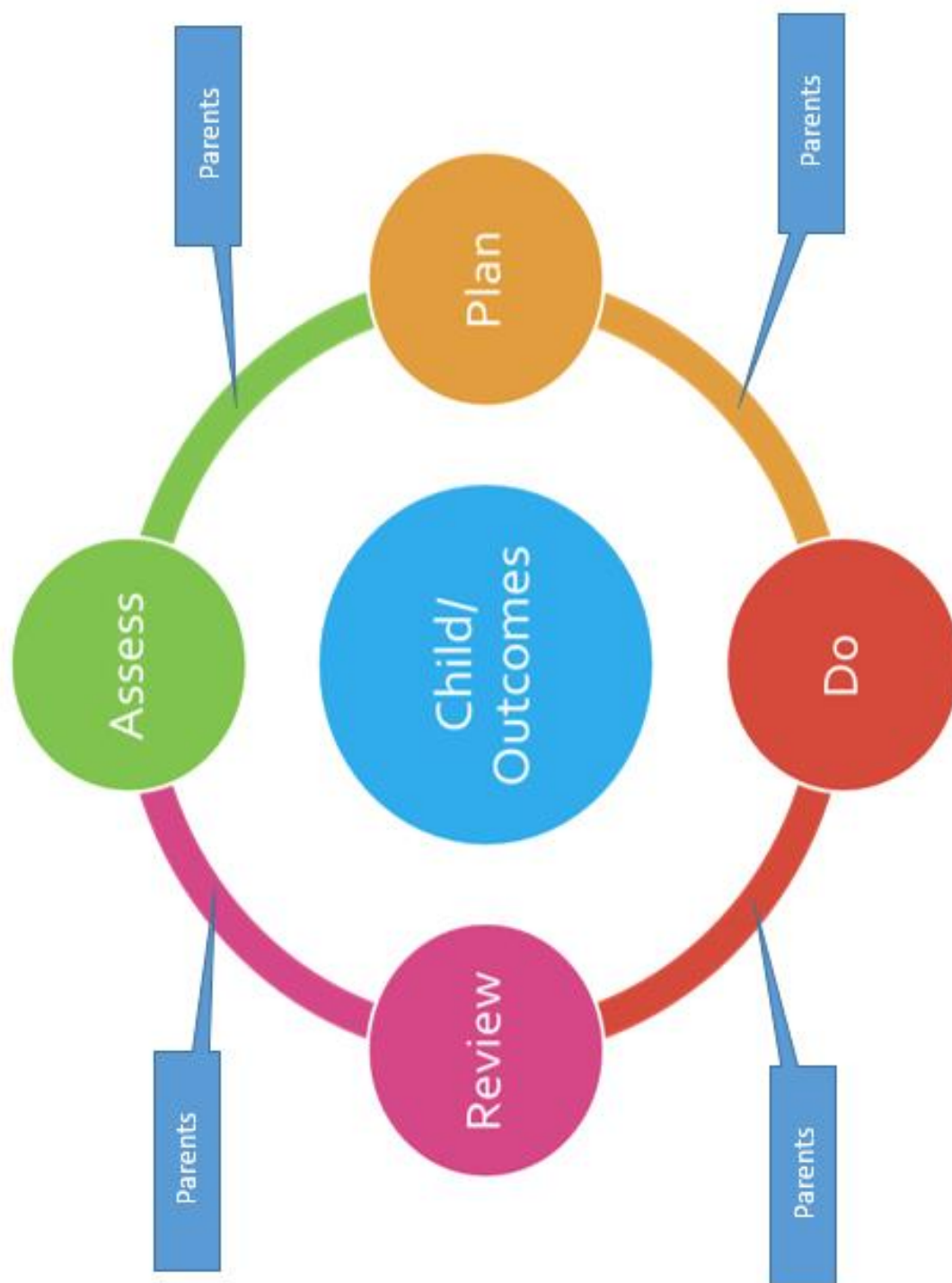
SENDCo - Special Educational Needs Co-ordinator - the teacher who has the overall responsibility for the planning and monitoring of the SEND provision in the school

SNA - Special Needs Assistant - similar to an LSA, but usually works 1-1 with a specific child with SEND

Special Educational Needs (SEN): graduated approach – model of assessment and identification



Assess – plan – do – review cycle



The time limits for making an EHC needs assessment and plan

