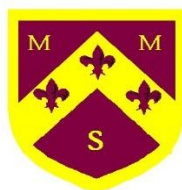


Maids Moreton CE School



Special Educational Needs Policy

Introduction

At Maids Moreton CE School we believe all children are entitled to experience the joy of learning and to achieve their full potential both academically and socially. We strongly advocate that 'Every teacher is a teacher of every child or young person including those with special needs.' Our Mission Statement "Welcomes all children who wish to come to our school."

This policy has been developed to address the requirements of the new reforms and legislation as dictated by the 2014 Children and Families Act, the SEND Code of Practice 0-25 January 2015 3.66 and the Equality Act (2010). The policy was compiled using the new policy guidelines for schools from the National Association for Special Educational Needs (NASEN).

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25, January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions 2014 and 2017
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

This policy was created by the school's SENDCO and Head Teacher, Miss Keira Ainsworth. Staff and parents of the school were consulted before final publication. A Special Educational Needs section is available on the school website for ease of access for parents. The SEND policy is reviewed annually.

Miss Keira Ainsworth is the Special Educational Needs and Disability Coordinator. Maids Moreton is a very small school and therefore does not have a formal leadership team. SEN matters are therefore raised by the SENDCO/head teacher and discussed during staff meetings, as agenda items, as well as with individual staff. In addition, SEN information is shared on the head teacher's report to governors with updates on numbers of children in

school on SEND support Plans, ADPR plans and EHC plans, current support programmes in place and their impact on pupil attainment and progress. The head teacher and SEN governor assume the role of SEN advocate at Full Governing Body Meetings.

Contact Details:

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Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

A child or young person has Special Educational Needs 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 a young person has a learning difficulty or disability if he or she:

*a) **Has a significantly greater difficulty** in learning than the majority of others of the same age;*

*b) Has a **disability** which prevents or hinders them 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.*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – That is defined as “*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*”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will be covered by the SEND definition.

Schools must also have regard to statutory guidance regarding Supporting Pupils with Medical Conditions (DfE 2107)

Children must not be regarded as having a learning difficulty solely because the language or form of language used in their home is different from the language in which they will be taught.

Aims

Each child has an entitlement to access all areas of learning through the Early Years Framework and the National Curriculum. For this to be achieved, a variety of approaches and strategies will be required for *some* children over and above Quality First Teaching and normal classroom differentiation. If these children are to achieve their full potential, we must recognise this and plan accordingly.

We acknowledge that a certain proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school whilst others may need a little extra support for a short period, to help overcome more temporary needs.

Maids Moreton CE School aims to provide all children with strategies and support to successfully manage their needs and to give all children meaningful and full access to the EYFS and National Curricula.

At Maids Moreton we aim to:

- ensure that each child achieves his/her full potential both socially and academically
- enable every child to experience success and experience positive outcomes
- promote self-confidence and a positive attitude to learning
- raise aspirations of and expectations for all pupils with SEN.
- ensure that each child receives a broad, balanced and relevant education and has equal opportunities to take part in all aspects of the school's provision.
- encourage each child to be independent, show respect for others and gain positive self esteem
- develop opportunities for close cooperation and collaboration between child, parents, staff and outside agencies
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Objectives

The objectives of the policy will be supported through:

- early identification of a child's special needs
- operating a consistent, high quality whole school approach to the management and provision for pupils with special educational needs.
- Keeping parents fully informed and taking into account the views of children and their families by enabling them to participate in decision making and discussions.

- operating an open door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child;
- ensuring that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates sequential progression in learning.
- teaching through a variety of learning strategies matched to individual needs
- promoting a happy, sensitive and secure environment to facilitate the most effective learning
- recognising and celebrating the notable achievements of all pupils
- supporting all teachers to plan inclusively to remove barriers to learning and to provide fair and equal access opportunities for all children.
- identifying, assessing, recording and regularly reviewing children's progress and needs.
- providing a Special Educational Needs Coordinator (SENDCo) whose work will be guided by the Special Educational Needs and Disability (SEND) Policy;
- offering training, support and advice to all staff, facilitated and led by the SENDCo and where appropriate, by collaborating with partners in education, health and social care.
- working within the guidance provided by the SEND Code of Practice 2015

Supporting Children and Families

Partnerships:

Maids Moreton CE School works in partnership with the following services [where available and thresholds met] to support children with SEND:

- Specialist Teaching Service
- Core funded services for communication and interaction, visual and hearing impairment and for children with physical disabilities
- Occupational therapists, physiotherapists and speech and language therapists
- Educational Psychologists
- Family Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Pathways Primary Pupil Referral Unit (PRU)
- Social Care
- Educational Welfare Officers
- Buckinghamshire County SEND teams
- School Nursing Team.
- Community Paediatrician and GPs.

Identifying Special Educational Needs

Broad Areas of Need

Special educational provision should be carefully aligned to the child's identified special educational needs. Children's Special Educational Needs are generally categorised under the following four broad areas of need and support: (DfE SEND Code of Practice 2015: p97: 6.29-6.35)

Children with speech, language and communication needs (SLCN).

These children may have difficulty:

- expressing what they want to say [expressive language]
- understanding what is being said to them [receptive language]
- not understanding or using social cues of communication

Children with ASD [Autistic Spectrum Disorder] are likely to have:

- social interaction difficulties
- language difficulties
- communication difficulties
- not understanding or using social cues of communication
- difficulties when required to use imagination

Cognition and Learning

This refers to children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:

- MLD: moderate learning difficulties
- SLD: severe learning difficulties – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication
- PMLD: profound and multiple learning difficulties – severe and complex learning difficulties as well as physical or sensory impairment

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties, such as:

- Being withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- Anxiety or depression, self-harming or substance misuse
- Eating disorders, physical symptoms that are not medically explained
- Disorders in attention deficit, attention deficit hyperactivity or attachment

Sensory and/or Physical Needs

These children require special education provision because they have a disability. These difficulties may be permanent, or can be age related and may fluctuate over time:

- Vision impairment [VI]
- Hearing impairment [HI]
- Multi-sensory impairment [MSI]- could be vision and hearing
- Physical disability [PD]- additional ongoing support and equipment access

It is important to note that the purpose of identification of special educational needs is to work out what measures the school needs to take to best support the child, not fit a child into a category. At our school we consider the needs of the whole child as an individual:

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with autism may have needs across all areas, in particular sensory requirements.” (DfE SEND Code of Practice 2015: p97: 6.27)

The school is very aware that the factors below may also impact on children’s progress and attainment. However, they are not a definitive indication of SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability, Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language [EAL]
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behavioural difficulties are no longer considered as a specific category of SEND. However, concerns relating to a child’s behaviour may be in response to an unidentified need which should be investigated further (Please refer to the School Discipline and Pupil Behaviour Policy on the website] www.maidsmoreton.bucks.sch.uk/

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, families or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.”

(DfE SEND Code of Practice 2015: p96:6.21)

Identification

When a child is identified as having a ‘barrier to learning’ and their progress is not in line with their peers or age/stage expectations, Quality First Teaching with differentiated teaching/tasks for the individual child, is the first step in responding to the child’s needs. In other words, high quality classroom teaching, differentiated for individual pupils is the first step in responding to the needs of the pupil. Additional intervention and support cannot compensate for a lack of good quality teaching.

Where a child's progress or attainment continues to give cause for concern a graduated approach will be applied.

Graduated Approach

Initial Concerns -If following Quality First Teaching and suitable adjustments made by the class teacher, a child's progress is not in line with age appropriate, national expectations the class teacher should complete an Initial Concerns checklist and collect evidence. Using the checklist, the class teacher should use the **Assess - Plan - Do - Review** process detailed below.

ADPR Plans

Assess- All teachers use on-going formative and summative assessments of children to measure progress and performance against nationally expected standards of attainment for a child of comparable age. Where formative and/or summative assessment raise a concern, the teacher will in the first instance move to "plan." Parents are consulted and invited to meet the class teacher in school. A discussion is held with the child [where age appropriate] to establish where they think they struggle, and parents' views are also sought. A profile of strengths and areas for concern is developed taking all the above into account and this will trigger the next step.

Plan -. The class teacher, parents, child (where appropriate) and SENDCo agree the plan, outlining targets, provision, support and relevant interventions and adjustments, with clear outcome measures identified. This information is recorded on the ADPR Plan.

Do – Teachers implement the plan. Class teachers are responsible and accountable for the progress of the children in their class, including where a child accesses support from teaching assistants or specialist staff. The teacher will decide if support is best provided as part of whole class teaching, or within a small group, or 1:1 and will take place within or outside the classroom. Whatever the decision, the teacher is responsible for linking all teaching of children with SEND to the appropriate curriculum content and needs of the child. The SENDCo is responsible for supporting the teacher and advising on additional or alternative support where required.

Review – The plan is reviewed and the child's progress and outcomes are measured against the targets set. A meeting takes place with the class teacher and parents present, as part of the review process. There are three possible outcomes:

- 1] a new ADPR plan is set, building on the previous plan.
- 2] the ADPR plan ceases as the plan has successfully met the needs of the child and he/she is now back on track with national expectations.
- 3] the needs of the child are escalating or causing growing concern, so the child graduates to an SEN Support plan and will be placed on the SEN register.

SEN Support Plans

When the interventions required to overcome barriers to learning become significantly different from those of their peers, and/or a child is identified as not making sufficient

progress in spite of Quality First teaching, and the implementation of an ADPR Plan[s], the school will highlight the child as having special educational needs (SEN) and seek to identify a cause.

The 2014 SEND Code of Practice characterises less than expected progress, given a child's age and individual circumstances, as 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;
- fails to close the attainment gap between the child and their peers.

In these instances, a SEND Support Plan will be written for the child. Measurable, personalised targets are set and all actions/interventions are carefully monitored for progress and impact. Outcomes are recorded on the SEND Support Plan on a termly basis, with the parents consulted and the child's views sought. A termly meeting takes place between the class teacher and parents where the previous term's targets are reviewed and new targets are set.

The teacher, with support from the SENDCo, will plan how to further address the child's need, implement the plan and assess its impact again. The graduated response of assess, plan, do, review will continue in this way, gaining advice from the SENDCo and other professionals if necessary.

Maids Moreton C.E. School recognises that plans are only effective if they are living records which tell us exactly what needs have been identified with detail of how to overcome key barriers to learning. We consider the overarching needs of the child over time and recognises that these may change as the child grows older. Therefore we will adapt provision to give a comprehensive and, where necessary, varying degree of support, depending on the individual requirements at any given time.

Every class teacher of children with SEND will be responsible for the upkeep and monitoring of all records and for gathering evidence of support given and progress made towards specific outcomes. All records will detail outcomes to be achieved within an agreed time frame.

Education, Health and Care (EHC) Plans

A small percentage of children, however, will have needs that go over and above the level of support provided by a School Support Plan and will make insufficient progress despite the targeted support, Quality First Teaching and interventions put in place.

If a child has complex, long lasting and significant needs then the school and parents can decide to apply for an Education and Health Care Plan (EHC Plan). This plan, if agreed, would be a legally binding document stating the levels and type of provision needed in order for a child to access the curriculum and make progress. The plan is written jointly by the school, parents, child and any relevant professionals from education and health care.

When requesting statutory assessment for an EHC Plan, the school must be able to provide evidence of the support provided thus far and explain why the child needs additional resources or professional input in order to make progress. To do this we provide the following information:

- Details of support, action and intervention to date.
- Several completed cycles of SEN Support Plans and ADPR plans.
- Records of regular reviews and their outcomes
- The child's medical history where relevant
- National Curriculum/EYFS attainment including national tests and assessments.
- Assessments and reports from other professionals, for example the Community Paediatrician, a Speech and Language Therapist or an Educational Psychologist
- views of the parents and of the child
- involvement of other professionals

The decision over whether to grant an EHC Plan to a child is made by Buckinghamshire Council upon reviewing this evidence. The process should take 20 weeks. *NB At the time of writing the process remains significantly delayed at approximately 70 weeks.

Children with EHC plans will have an Annual Review (6 monthly review for children in the Early Years) to evaluate the current and future needs/support for the child, as well as termly reviews with the class teacher to review short term targets.

Parents will be consulted at every stage of the process via meetings with the class teacher and SENDCo and through more formal arrangements such as Annual Reviews, SEND meetings and parent consultation evenings.

Children's views are obtained for annual reviews. Where a child cannot articulate their views, alternative methods will be used, e.g. selecting from visual cues.

Exceptional Support Funding

Occasionally a child may require extra support or equipment that will exceed the £6000 threshold that schools are expected to provide for children on SEN support. However, unlike an EHC Plan, the need will not be long lasting. Some examples include specific equipment as a one-off purchase, or increased support during a difficult time or as a result of a medical need. In these circumstances the school can apply for High Needs Block Funding. Such cases are reviewed on a one-to-one basis by Buckinghamshire Council.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or EHC Plans.

Criteria for exiting the SEND Register

Following assessment that indicates that a child is making expected progress and no longer requires additional provision, a child may be removed from the SEND Register. The child will continue to be monitored to ensure that their current level of progress is maintained. In the

event of the child experiencing recurring or new difficulties, they will be placed back on the SEND Register where adjusted support will be reinstated.

Addressing Parental Concerns

Parents sometimes ask us to look more closely at their child's development and possible barriers to their learning. We take every parental concern seriously and investigate them fully. On most occasions, the concern is addressed through further modification and adaptation to learning as part of Quality First Teaching. Some children may require additional in-house such as a small group intervention, or an ADPR Plan to further support their individual needs. On occasions, parents may be signposted to other agencies and services such as their local GP. Where appropriate and services are available, the school may make an outside agency referral. N.B. Although the school can identify special educational needs, we cannot provide a diagnosis. Parents are advised to contact their GP in these instances.

Supporting Children and Families

Details of the school's partnerships are available on the Bucks Family Information service website www.bucksfamilyinfo.org/ and the school's website www.maidsmoreton.bucks.sch.uk/

Policies and Reports

Please refer to the school website www.maidsmoreton.bucks.sch.uk/ for

- Maids Moreton C.E. School's SEN Annual Report and Local Offer
- Details of admission arrangements
- Accessibility Policy and Plans
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions. [available from the School Office on request]
- Pupil Behaviour and School Discipline Policy.
- Parent support Information link which contains contact details for the local Children's Centre, The Buckinghamshire Family Information Service, Speech and Language therapy services and the School Nursing Team.

Transition

Transition programmes are designed for individual children when moving from class to class and to other schools. These include a detailed handover between teaching staff and may also incorporate photo information books and extra visits to new settings to familiarise the child with their new surroundings. The SENDCo from the child's next school is invited to attend the penultimate and final Annual Reviews at the current setting. Staff from the new setting are also invited to meet the child and visit them in their current, familiar surroundings.

Supporting Children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEND) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice [2015] is followed in these instances.

To find out how we support children at school with medical conditions refer to the school's policy for 'Supporting Pupils with Medical Conditions' which is available from the school office on request.

Monitoring and Evaluation of SEND provision

The school regularly and carefully reviews the quality of teaching for all children, especially those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support children with SEND.

The school regularly and carefully monitors and evaluates the quality of provision for all pupils through:

- Regular lesson and intervention observations, learning walks and work scrutiny
- Talking to pupils and pupil voice interviews
- Formative and summative assessment of pupil attainment and progress
- Staff views
- SEN Governor visits
- Annual parental questionnaire
- Annual pupil questionnaire

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

All schools in Buckinghamshire are required to cover the cost of SEND provision from their overall annual school budget. The Local Authority may provide some additional funding, according to need, for pupils with EHC Plans or those in receipt of High Needs Block Funding.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. Specific training for staff is coordinated by the Head teacher who is also the SENDCo.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEN focused external training opportunities to all staff. The SENDCo attends Local Authority SENDCo network meetings in order to keep up to date with local or national updates and disseminates this information to staff. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are

encouraged to undertake training and development. The SENDCo, with the Head teacher, ensures that pertinent training opportunities are matched to the school self evaluation, the school development priorities, the current requirements of the school staff and the pupils on roll.

All teachers and support staff undertake induction on taking up a post and this includes information on the SEND policy and practice.

The Head teacher, SENDCo and the Governors of the school regularly monitor the needs of children with SEND. Resources are allocated according to need. The resources available include, teacher time, teaching assistant time and equipment/resources. These are dependent on the school's budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHC Plan. The school has a continuing commitment to purchase appropriate resources to meet the individual needs of all children with SEND.

Roles and Responsibilities

The governing body has a statutory duty to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015

Specifically **governors** will:

- use their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND;
- ensure the school produces and publishes online its annual school SEND Information Report;
- ensure the school has arrangements in place to support children with medical conditions;
- co-operate with the local authority (LA) in developing the local offer;
- ensure that there is a qualified teacher as the special educational needs co-ordinator (SENDCo) for the school;
- consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational provision in the area;
- admit any child whose SEND statement or education, health and care (EHC) plan names the school.

The SEND Governor has oversight of the school's arrangements for SEND and reports to the Curriculum and Standards Committee. Any actions or decision taken by the committee must be reported to the full governing body. The SEND governor will have access to online training. The SEND Governor will meet with the SENDCo/Head teacher termly and report to the governing body through the termly FGB meeting or the Curriculum and Standards Committee as appropriate.

The **SEND Governor** will:

- give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school;
- help to review the school's policy on provision for pupils with SEND;
- help to raise awareness of SEND issues at governing body meetings;
- ensure that the school's notional SEND budget and inclusive mainstream fund is appropriately allocated to support pupils with SEND;
- assure the governing body that the school website publishes the school's SEND offer in accordance with the SEN Code of Practice.

The head teacher with the governors and SENDCo, plays an important role in the strategic development of SEND policy and provision at Maids Moreton CE School. In addition the head teacher ensures that the quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff.

Class teachers are responsible and accountable for the progress and achievement of all the pupils in their class, including those with SEND, including where pupils access additional support from teaching assistants or specialist staff. High quality teaching, carefully differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Class teachers are responsible for the implementation, upkeep and evaluation of ADPR, SEN and EHC Plans, including the review of termly targets with parents and the provision of additional support for pupils with SEND. Class teachers are also responsible for the early identification of pupils with SEND.

The SENDCo has an important role to play with the head teacher and governing body, in determining the strategic development of the SEND policy and provision in the school.

The SENDCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCo is aware of the provision in the Local Offer and able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND; including those who have EHC plans.
- make sure that the teachers in the school are aware of the importance of the early identification of pupils who may have SEND and how best to support them
- make sure that all staff are fully up to date on the SEN needs of the pupils within their class.
- provide appropriate training to staff;
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as it is compatible with: their receiving the

necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;

- ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with other schools, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.
- Preparing information and documentation for Annual reviews and chairing or minuting the meetings as required.

Teaching Assistants assigned as 1:1 support for children, work under the guidance of the class teacher addressing targets detailed on ADPR, Support Plans or EHC plans. They are responsible for keeping up to date documentation on the child and feeding back to class teachers on the impact of any support, provision or intervention.

The head teacher is the designated person for safeguarding in the school.

Mrs Amanda Scott and Mrs Ling Cummins, School Business Managers are responsible for managing children's Individual Health plans and medical needs.

The Head teacher allocates and monitors the use of the PPG and LAC funding.

Storing and Managing Information

The school follows the procedures set out in its "Record Management Policy" for the storage and management of SEN information. All documentation, data and personal details are stored on the school's systems according to the school's Data Protection and Confidentiality policies.

Accessibility

Statutory Responsibilities:

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2010, placed a duty on all schools and Local Authorities 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 for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies are detailed on the school policy on the school website www.maidsmoreton.bucks.sch.uk/

Dealing with Complaints

Arrangements for considering complaints about special educational provision within the school:

- Informal complaints or concerns can be discussed with the class teacher and/or SENDCo by appointment.
- Formal complaints can be discussed with the SENDCo /Head teacher in the hope that a satisfactory solution can be found.
- The school's Complaint and Resolution policy is available on the school website www.maidsmoreton.bucks.sch.uk/

Bullying

The school's Anti-Bullying and Child Protection policies are available on the school website www.maidsmoreton.bucks.sch.uk/

Buckinghamshire's Local Offer

The purpose of the local offer is to enable parents to have a clear and informed view of services available to them in support of their child's SEND needs and how to access these. Buckinghamshire's Local Offer is available to view here:

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

Maids Moreton C.E. School's Local Offer details the type of provision that is available and can be located on the Bucks Family Information service website

<https://familyinfo.buckinghamshire.gov.uk/send/> and the school's website www.maidsmoreton.bucks.sch.uk/

Reviewing the Policy

This policy will be reviewed annually by the Full Governing Body.

Written by: Keira Ainsworth

Date: September 2026

Ratified by the FGB: November 2026

Review date: September 2027