

Broughton Community Schools



SEND policy and information report 2025

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Broughton Community Schools beliefs and values around SEND

At Broughton Community Schools we strive to support all children to enable them to reach their potential. Our aim is to support the needs of every child and our inclusive approach requires carefully adapted planning by the class teacher to ensure that all children access the curriculum effectively. Every teacher is a teacher of every child or young person, including those with SEND.

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age, in other schools maintained by the LEA (Education Act 1996).

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class and to be aware that these needs may be present in different learning situations.

The Inclusion Manager achieved the National Award for SEND Coordinators (NASENCo Award) in September 2023. Please refer to the information given in the Code of Practice (January 2015).

- The Inclusion Manager must be a qualified teacher working at the school. A newly appointed Inclusion Manager must be a qualified teacher and, where they have not previously been the Inclusion Manager at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

Aim

It is our aim to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision and support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To provide an Inclusion Manager who will work within the SEND Inclusion Policy
3. To work within the guidance provided in the SEND Code of Practice, 2015
4. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
5. To follow a process of Assess, Plan, Do, Review to identify a child's SEND
6. To celebrate all children's achievements in a supportive and nurturing environment that promotes self-esteem and independence
7. To operate an open-door policy with effective channels of communication to ensure that the most appropriate, personalised support is provided for every child
8. To take into account the views of children, young people and their families by enabling them to participate in decision-making.
9. To provide support, training and advice for all staff working with pupils with identified special educational needs and disabilities.
10. To keep 'live' and up-to-date records

Within class, staff adapt written information and lesson plans to enable all pupils to access information. Examples include classroom differentiation of tasks, handouts, timetables, and in class support from an LSA

(Learning Support Assistant). Information about school events is shared with parents via regular parental contact.

At Broughton Community Schools, we aim to share any new information within 2 days. In certain cases a more detailed investigation may be needed. We aim to keep all stakeholders abreast of updates and aim to have an answer within a specified time frame as agreed by all stakeholders.

If a parent has a general enquiry, all staff are available for contact directly before or after school, or by using the class email account. Should a parent wish to discuss an issue in greater detail, meetings with the class teacher and Inclusion Manager can be arranged via the school office.

How is SEN funded?

All schools in Buckinghamshire receive funding for children with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the Inclusion Manager;
- the delegated budget for Specific Learning Difficulties and Moderate Learning Difficulties;
- other specific funds e.g. Standards Fund allocations, Children's Fund.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The 4 broad areas of Special Educational Need and Disability

Special educational provision should be matched to the child's identified SEND. The following broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take to support the pupil, not to fit a pupil into a category. A child may also show experience difficulties in more than one area

Communication and Interaction

Children with speech, language and communication needs (SLCN). These children may have difficulty:

- saying what they want to;
- understanding what is being said;
- communicating with others

- not understanding or using social cues of communication.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have:

- social interaction difficulties;
- language difficulties;
- communication difficulties.

which can impact how they relate to others.

Cognition and Learning

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

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication;
- profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or sensory impairment.
- Specific learning difficulties (SpLD) affect one or more specific areas of learning, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. They may include being:

- withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviour;
- experiencing anxiety or depression, self-harming or substance misuse;
- eating disorders, physical symptoms that are not medically explained;
- disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment.

These behaviours may reflect underlying mental health difficulties.

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. These difficulties 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.

Supporting pupils at School with medical conditions

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

Some children may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

All pupils with medical conditions have a Medical health Care Plan. This is updated regularly or annually depending upon the health needs of the child. All staff are made aware of all children who have medical needs and are trained accordingly. All staff receive first aid training. Key staff are additionally trained e.g. Keeping medicines in school, Epilepsy awareness. A named LSA holds an overview of all children with medical needs. Any

staff who are working closely with/alongside a child with a specific health care need are trained to ensure that the right provision is made and the correct care is given. All relevant Medical health Care information circulated to staff is updated annually or when required. Any concerns and regular updates are discussed at staff meetings.

School trips and outings are made accessible to all pupils. Detailed risk assessments are carried out and provision to overcome any barriers are put into place. Parents and health experts are consulted at all stages of the planning and preparation for the outing.

For more information please refer to the School's policy for supporting pupils with medical conditions.

4. Roles and responsibilities

4.1 The Inclusion Manager

The Inclusion Manager is: Carla Kitchen.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Be 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.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND;
- Liaise with parents of pupils with SEND;
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;

4.2 The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school
- Use their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;

- 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;
- 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 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 (Inclusion Manager) for the school;
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and providing appropriate teaching;
- Make sure that the Headteacher makes all staff who are likely to teach the pupil aware of the pupil's SEND;
- Consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- 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;
- Admit any child whose SEND EHC plan names the school.
- Ensure that the school's notional SEN budget is appropriately allocated to support pupils with SEND;
- Give up-to-date information to the governing body on the quality and effectiveness of SEND disability provision within the school;
- Help to review the school's policy on provision for pupils with SEND;
- Assure the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

The SEND Governor has oversight of the school's arrangements for SEND and reports to the Teaching & Learning Committee. Any actions or decisions taken by the committee must be reported to the full governing body. The SEND governor will attend training provided by the local authority, including termly SEND Governor Forum meetings when appropriate. The SEND Governor will meet with the Inclusion Manager termly and report to the Governing Body through the termly Headteacher's Report or the Teaching & Learning Committee as appropriate.

4.3 The headteacher

The headteacher will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- The Headteacher, with the Governors and Inclusion Manager, plays an important role in the strategic development of the SEND policy and provision at Broughton Community Schools. In addition, the Headteacher ensures that the quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistant (LSA), or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEND, including where pupils access support from teaching assistants or specialist staff.
- Class teachers should be aware that high quality teaching, 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 high quality teaching.
- LSAs may be assigned as 1:1 support for children under the guidance of the class teacher and the class teacher is ultimately accountable.

The Pupil Premium lead and Headteacher, with the School Bursar, allocate and monitor the use of Pupil Premium funding and that for Looked After Children (LAC).

Class teachers, in consultation with the Headteacher, are responsible for managing children's health care plans and medical needs. The Headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Identifying

- If a parent/carer has a specific concern about their child, they should contact the class teacher in the first instance. Any concerns will be recorded and placed on file. If the concern is a pastoral matter, then the Deputy Head or Well-being Support Officer may be involved. Specific concerns which relate to the child's special need or disability should be raised with the Inclusion Manager.
- Each child who has been identified as having a special need, at a stage 2 -4 will be provided with an Individual Support Plan (ISP) which is shared with parents/carers.

- Sometimes, the need of an individual pupil may require frequent communication between the class teacher and the parent/carer. In such a case, it may be appropriate to use a communication book or for regular meetings between the class teacher and the parent/carer to be planned.
- Assessment data is sent out on a termly basis in order to inform each parent/carer of the progress being made by their child.
- Parents consultations are held twice a year when parents/carers and teachers can meet to discuss the achievements and progress of all children. For children who are receiving specific support, a meeting may be planned for the summer term, in order to review the provision made through the year; if it is appropriate, further targets for the child may be agreed at this meeting.
- Children are asked to participate in the planning and setting of their own personal targets, and these are discussed with the class teacher/LSA.

Children are identified as needing extra support from information such as:

- Concerns raised by parent/carer/child
- Information from feeder schools or early years settings that is passed on prior to transfer into Reception
- Reading and spelling tests that are carried out on entry to Year 2.
- All staff identify children who are not meeting targets or whose progress is slower than expected and inform the Inclusion Manager, if appropriate
- Baseline assessment carried out in the first term of Reception.
- PIRA & PUMA assessment results are analysed termly to identify children who may need additional support
- Screening is carried out by a specialist teacher on the identification of more specific learning difficulties. If there are multiple difficulties suspected then other external agencies may be involved.
- Termly pupil progress meetings (PPMS) are held with the Headteacher, Deputy Headteacher and the Inclusion Manager to further discuss and analyse the assessment data.

Other factors that are not SEND may impact on progress and attainment;

- 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
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/Women

When the interventions required to overcome barriers to learning become significantly different to those of their peers, and/or a child is identified as not making progress in spite of quality first teaching, the school may highlight the child as having special educational needs (SEND) and seek to identify provision to support that child.

The 2015 SEN 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.

Identifying behaviour as a need will no longer be an acceptable way of describing SEND. Concerns relating to a child or young person’s behaviour will be attributed as an underlying response to a need which we, as a provider, will be able to recognise and identify clearly as we work alongside a child and get to know them well. This need would be addressed under the SEMH broad area of need and a Behaviour intervention Plan (BIP) made.

If a child shows consistent unwanted or disruptive 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 a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will discuss this with the family and may call on the support of external agencies, for example, Family Resilience Service, CAMHS or Pupil Referral Services.

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy; while reasonable adjustments are made to accommodate individual needs, the school expects all children to respond appropriately with the right level of support. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve concerns.

5.3 Consulting and involving pupils and parents

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Managing pupil needs on the SEND Register

The Code of Practice categorises children within a single category of support; SEN support. At Broughton Community Schools we have adapted our recording of children requiring SEND support. We recognise there is a need to implement stages of graduated support offered to pupils with SEND, and have broken each stage into manageable chunks understood by everyone. At Broughton Community Schools, we follow the process of assess, plan, do, review termly. This enables us to identify any SEND support needed and to start the graduated process of support.

Stage 1 – Universal (Monitoring)

This is the first stage of assess, plan, do, review cycle we use at Broughton Community Schools. At this stage of the SEND support process, children have been identified as having a need for extra support above that of normal classroom differentiation. Children may receive interventions in targeted small groups to help close the gap of attainment between them and their cohort. Progress and outcomes are recorded using our internal provision tracker. These are reviewed termly by the Inclusion Manager, class teacher and LSAs.

Stage 2 – Early SEN Support

Children at this stage in the process of assess, plan, do, review cycle will have an Individual Support Plan. (ISP). These are created to address specific needs and interventions required by the pupil concerned. They are used as a live record which tells us exactly what needs have been identified and how to potentially remove key barriers to learning. Teachers will share with the parents and child as to the provision that will be best suited to support the child accessing the curriculum. Clear outcomes expected to be achieved in an agreed time frame are also shared. Children and parents, with the support of the class teacher, review the outcomes of the provision termly. Any changes required are made to the support plan at this point. If necessary, outside agencies are contacted and are involved in the provision for the specific child. All parents must give their written permission before a child is seen by an external agency.

Stage 3: Submitting a request for an EHC Plan

If children are identified as having special educational needs that we are unable to fully meet through our own in school provision arrangements, the Inclusion Manager requests an EHC Needs Assessment. All evidence collected by the class teachers, through the use of individual support plans and the expected outcomes, (two cycles of assess, plan, do, review) alongside any advice received by external agencies are sent, by the Inclusion Manager, to the LA to be reviewed.

This action is usually taken if:

The child has a disability which is life long and which means that they will always need additional support to learn effectively;

The gap in achievement between the child and their peers is so wide that we think it likely that the child may at some point benefit from special school provision; Significant additional resources are required to support a child effectively.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan. Following receipt of a request for an EHC Needs Assessment, the Local Authority will carefully consider all the information/evidence presented at a SEN surgery, now attended by school SENCOs. Within 6 weeks from receiving the request a decision will be made whether or not an EHC Needs Assessment is required. Parents and the school are then informed of the decision in writing. Further information can be found here:

[Local Offer for SEND in Buckinghamshire | Family Information Service](#)

Stage 4: Education, Health and Care (EHC) Plans – Statutory Support

Through summative and formative assessment, progress is monitored and if there is a need to change the level of support because the child is not making expected progress, despite high quality, targeted support, then all relevant parties are consulted and an application is made to the Local Authority for an EHC plan assessment. A child in receipt of an EHC plan will have specific educational needs which cannot be met by the school setting and which require specialist support and provision.

- Children with EHC plans will have an annual review to evaluate the current and future needs/support for the child.
- Parents will be communicated with at every stage of the process via letters, phone calls, emails and meetings with the class teacher and Inclusion Manager and through more formal arrangements such as annual reviews, SEND meetings and parent consultations.
- Children's views are obtained as part of the annual review process. Where a child cannot articulate their views, observations will be made to identify their preferred activities and areas of learning.
- The school has access to a wide range of education, health and social services professionals available in Buckinghamshire to support this process.

Section 5: Criteria for exiting the SEND Register

The assess, plan, do, review cycle that we adopt, allows for greater flexibility and movement within the various stages of SEND. Any children who have achieved their outcomes can be removed from the register. For any child exiting the register, progress is closely monitored and any interventions needed are put into practice. For those children who are in receipt of an EHCP, the Annual Review allows for children who no longer need the specialised provision to have their individualised plan removed. This decision is made in consultation with the child, parent, teacher and any outside agencies who have been involved. As well monitoring the child's progress carefully, an annual assessment by a member of the local authority is carried out and any issues arising from this are then addressed and actioned.

In the event of the child experiencing recurring or new difficulties, they will be highlighted again as having SEND and if necessary the original support will be reinstated

Parents

Teachers are continually monitoring children's learning and progress. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. In this instance the teacher might meet informally with the child and also with the parent/carer to gather views.

Sometimes parents ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them carefully. "Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life." (DfE SEND Code of Practice 2015: p99: 6.40 and 6.42)

Please refer to the Bucks LA offer for extra information:

[Local Offer for SEND in Buckinghamshire | Family Information Service](#)

5.4 Assessing and reviewing pupils' progress towards outcomes

A graduated approach to SEND support

Plan

At Broughton Community Schools we adopt a whole school approach and follow an agreed process in the identification and management of children with Special Educational Needs.

When recording a pupil's needs on a SEN register, our criteria for entering a pupil will be the result of regular reviews of the quality of teaching for all pupils. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the more typical SEND most frequently encountered.

Having highlighted the child as having SEND, the Inclusion Manager and/or the class teacher will work together to create a SEND Individual Support Plan (for those children categorised as stage 2, 3 or 4). Those requiring early intervention will have their needs met through High Quality Teaching and interventions as needed (for those children categorised as a stage 1).

Do

The role of the class teacher is very important when teaching and providing for a child with SEND. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from LSAs or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. Records of interventions and strategies are recorded and reviewed a minimum of three times per year by the class teacher and parent of the child for those children who have received additional support. If anticipated progress has not been achieved as a result of the interventions, adjustments to the curriculum and high quality teaching, this may require a review of their support or trigger external agency intervention.

Review

The Inclusion Manager and teacher consider all of the information gathered from within the school about the pupil's progress, alongside any advice received from any outside agency involved with working with the child. National data and expectations of progress are also considered at this point. Once all this information has been considered, a decision is made whether or not to place a pupil on the SEND register.

At all stages, parents and pupils are consulted and become actively involved in the process of ASSESS – PLAN – DO - REVIEW. A child in receipt of an EHC plan is able to attend their own annual reviews where they are encouraged to reflect upon the provision they receive and suggest further support for the future.

The impact and quality of support and interventions are recorded on the Individual Support Plans. This is reviewed against the child's progress and development and, in consultation with parents and any other professionals, new outcomes are set and monitored as necessary.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition programmes are designed for individual children when moving from class to class, across key stages and to other schools. These include a detailed handover between teaching staff and may also incorporate photo information books, if appropriate, and extra visits to new environments to familiarise the child with their new surroundings. There is close liaison between the local Early Years settings, secondary schools and ourselves. If appropriate external support for year 6 to 7 transition is sought towards the end of year 6 as well as with Broughton Infant School towards the end of Key Stage 1.

Joining Reception

Before joining Reception, contact will be made with all feeder preschools to gather any relevant information in order to determine and plan for the support that may be needed by individual children. Induction days will be offered, where children will be able to see their Reception classroom before the Summer Holidays. The Inclusion Manager will visit any children already identified as having a SEND need.

Year 2 to 3

Prior to children leaving their Infant School, information is gathered by the School Inclusion Manager from the feeder school, in order to determine and plan for the support that may be needed by individual children. Class teachers meet with the children prior to their induction days, in order to make the transition from Infant to Junior School as smooth as possible. Any child and their parent/carer are also given the opportunity to visit the junior school prior to the formal induction days that are planned for all year 2 children. The School Inclusion Manager attends the Year 2 Annual Review of any pupils who will be transferring in September.

Year 6 to 7

Children transferring to Year 7 at our 'feeder' secondary schools meet with the Year 7 teachers or tutor group leaders prior to their formal induction days. The child and parent/carer are given the opportunity to visit the new school prior to these induction days. The child is supported during the transition on an individual basis and the Inclusion Manager liaises with the SENCO at the child's new School. Prior to this liaison, the new SENCO will have been invited to attend the Year 6 Annual Review of any child who has an EHCP, in preparation for their transfer. In some instances a child may benefit from additional transition support, we provide this through a company called 627, which provide both whole class and small group support for those children we have identified.

The School collaborates with the following education providers and other settings where it may be deemed appropriate for the individual child:

- Pathways Pupil Referral Unit
- County SEND team Pupil Placement Panel.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We promote inclusion to the extent that children with SEND are included in all activities, both inside the classroom and outside, for example, during extra-curricular activities and class or School visits.
- Risk assessments, where needed, are carried out and procedures are put in place to enable all children to fully participate in all activities.

- Teaching staff are regularly given training on the range of appropriate strategies that can be used in the classroom with children who have specific needs.
- Emotional and social development of all children is supported in various ways, often following the provision of advice by external agencies. Some children require more targeted support which is offered through the Pupil Referral Unit and in some cases Child and Adolescent Mental Health Services (CAMHS) may become involved.
- Pupils with SEND are given the opportunity to feedback frequently to the class teacher/LSA about their learning experiences. This feedback may then be used to improve our teaching and support strategies, in order to ensure pupils are able to fully access the curriculum.

SEND provision provided by Broughton Community Schools is on an individual needs basis and includes, but is not limited to:

Support/Intervention Specific:

- **Literacy and Maths focus groups** sessions based on the teachers assessment from the previous lessons to ensure gaps are filled before moving on
- **Additional phonics sessions** – these will be in addition to the phonics lessons taking place in the classroom to support any children needing additional phonics teaching
- **Reading Comprehension** for children who are developing their skills in reading and need help with understanding the text.
- **Pre-teaching sessions** to introduce children to new vocabulary so this will be familiar for them before it is used in lessons
- **IDL software** – this is a computer based program working on Maths skills. It assesses children at the beginning in order to match the activities to the appropriate level.
- **Nessy** – this is a computer based program using multisensory products aimed to help children with reading, writing and spelling difficulties.
- **Precision Teaching**– this is a daily intervention programme for children, to increase fluency and confidence in recognising letters and blends, number bonds, spellings and high frequency words.
- **Play Therapy** – provides a bespoke support service from a qualified external Therapist, for a small selection of children who may require SEMH intervention.
- **627** – year 6 to year 7 transfer support; a bespoke support service for a small selection of children who may require transfer intervention.
- **Well-Being Support** – is provided in a variety of ways to support our most vulnerable children.
- **Nurture Group** – this is a twice-weekly intervention run by our Wellbeing Team, for children to support building self confidence, developing strategies to cope with difficult situations and providing role models with trained staff.
- **Zones of Regulation** - supporting pupils to develop self-regulation skills.
- **Time to Talk** - supporting pupils with social skills (Key Stage 1)
- **Talkabout Social skills and Friendship skills group** - supporting pupils to understand the conventions of social skills, instigating friendships and maintaining friendships.
- **Language and Speechlink** - all pupils starting in Reception are assessed using Language Link and intervention carried out, as required. Speechlink is an intervention to support pupils needing support with specific speech sounds. Pupils are identified on an individual basis.

Support/Intervention General:

- Additional 1:1 support in specific subjects is provided in exceptional cases.
- Learning Support Assistants (LSAs) are used for both in-class support, small focus group support and for 1:1 sessions with individual children. The type of support given to any child depends on their needs and the requirements of the class teacher.
- Social skills sessions are provided for children who need more targeted support. These are carried out in conjunction with advice from external agencies, such as the Specialist Teaching Service, the Educational Psychologist, or the Pupil Referral Unit Outreach Team.
- Access arrangements are made for children to access tests or exams, where a specialist report identifies a specific need. Types of provision may include additional time, rest breaks or the use of enlarged text. Where there is an identified medical need, further arrangements may have to be made. These are identified on a child's ISP.
- Where a child needs more specialised support, external agencies and other professionals may become involved.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, writing slopes etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- All buildings are accessible for wheelchair users.
- Toilets which are adapted for disabled users.
- Designated disabled parking is clearly identified on the infant school playground, near to the reception entrance.
- All pupils with an identified need have a one-page profile to outline to all staff working with the child what their specific need might be and preferred ways for the pupils to learn and thrive.

5.8 Additional support for learning

We have 21 Learning Support Assistants who are trained to deliver interventions (see above).

Learning Support Assistants will support pupils on a 1:1 basis when providing support within the classroom, and for specific interventions such as Speech and Language.

5.9 Expertise and training of staff

Our Inclusion Manager works across both Broughton Infant and Broughton Junior School sites. This ensures that the transition between Reception, KS1 and KS2 is smooth and allows successful interventions to continue when children move to the next phase of learning.

They are allocated 4 days a week to manage SEND provision (1 day at the Infant School and 3 days at the Junior School).

In the last academic year, staff have been trained in Trauma informed education, Emotional Regulation, Steps de-escalation training, Language Link, Deaf Awareness and Autism Awareness. We use specialist staff for interventions such as Play Therapy.

- The Inclusion Manager has completed the NASENCO training.
- Specialist teacher training is accessed through the Cognition and Learning team, the Speech and Language Service, the ASD specialist teaching service and Occupational Therapy Service.
- Individual members of staff received further or more specific training from specialists or through external training courses, in order to improve the support we offer to pupils with individual needs.
- The Inclusion Manager attends local liaison meetings with other schools, and regularly meets with other professionals.
- In-house training is provided for all staff, usually arranged by the Inclusion Manager.
- Coffee mornings have been held for parents, to support them with specific areas such as ASD and behaviour.

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 training needs of staff are identified during their Annual Performance Management reviews.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the Inclusion Manager or the LSA working with the pupil to explain the systems and structures in place (SEND policy) and the needs of individual pupils are shared.

The Inclusion Manager organises training for individual staff members or for the whole staff accordingly. The Inclusion Manager also organises training for staff according to the specific needs of pupils as identified or prescribed by any outside agencies or professionals working with that child. The Inclusion Manager organises staff meetings to cascade information and shares information with LSAs regularly during the weekly briefing and half termly meetings.

5.10 Securing equipment and facilities

Adaptations to the environment

Broughton Community Schools is committed to inclusive mainstream education and equal opportunities for all.

- All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils. They are all on ground level.
- The main buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps
- The main School buildings have two toilets, adapted for disabled users
- Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/or parents/carers
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire (if needed after discussion with the Site Manager)
- Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All risk assessments are carried out in line with Bucks guidance.

5.11 Evaluating the effectiveness of SEN provision

At Broughton Community Schools we regularly and carefully monitor the progress of all pupils, as well as evaluating the quality of provision we offer all pupils. Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

As part of our monitoring and assessment cycle, staff and governors are involved termly in reviewing the progress and attainment of all children.

The SEND Governor and Inclusion Manager meet termly to discuss and evaluate the progress and attainment of pupils with SEND. Reports are written from this meeting to be shared with the Governing Body.

ISPs are reviewed 3 times a year by the pupils, parents and class teacher. New outcomes are agreed and new provision maps are written in accordance with the views of all involved.

Termly data and information is shared with parents and the child. This is used to assess the effectiveness of the provision and the progress made by pupils with SEND.

All EHCPs are reviewed annually or, if necessary, are brought forward at an annual review.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND (See the school website for our accessibility plan).

- All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips (KS2).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is excluded from taking part in these activities because of their SEND.
- All families are encouraged to apply for a place for their child if they feel this is the right setting. If needed the Inclusion Manager can meet with the family beforehand to discuss any concerns they have. Once their child has been admitted, the Inclusion Manager will work with the Site Manager and any external agencies to ensure that risk assessments and PEEPs are written where needed. This will ensure that all pupils are fully integrated into our school. (See facilities section above for more information)

5.13 Support for improving emotional and social development

We have a zero-tolerance approach to bullying. The school's bullying Policy outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners in our school. PSHE lessons, assemblies and curriculum weeks reinforce what bullying is and how to say no to bullying. Procedures within school are revisited with the pupils. E-safety has a high profile. Activities within class are planned, and specialist guest speakers are invited into school to deliver their information during whole school assemblies.

A low incident behaviour record is kept within school.

Care boxes are provided within each class. Pupils can communicate any concerns, worries or problems they may have with the teacher via this. Each class has a weekly wellbeing session and year 6 pupils run a peer mentor session at lunchtimes, where children can go to discuss any concerns or worries.

Staff are available on the playground before and after school, as well as via class emails, if any concerns need to be raised with staff.

5.14 Working with other agencies

Broughton Community Schools works in partnership with and seeks advice from the following organisations to support children with SEND:

- Educational Psychology Service
- Child Protection Services, through the Count's safeguarding in Education Team
- Specialist Teaching Service to support children with Autism, Visual Impairments, Hearing impairments, physical disabilities and Speech and Language needs
- Core funded services for communication and interaction, visual and hearing impaired and for children with physical disabilities
- Occupational therapists, physiotherapists, speech and language therapists
- Family Resilience
- Child and Adolescent Mental Health Service (CAMHS)
- Pathways Primary Pupil Referral Unit (PRU)
- Social Care
- Educational Welfare Officers
- Bucks County SEN team

- School Nursing Team, Specialist Diabetes Nurse
- Play Therapy
- GPs and Paediatricians
- Community Paediatrics
- Liaison with other SEND Coordinators
- Young Carers
- Mental Health Support Team

For each of these services we follow their guidelines on how to make a referral. For services, such as the School Nursing Team or Community Paediatricians, a referral form is completed with parental consent, this is completed by the classteacher or Inclusion Manager. For services, such as Speech and Language or the OT, accessed through the Local Authority we follow the published guidelines in order to make a referral. Play Therapy is accessed through the Inclusion Manager, who will discuss the information given from class teachers with the Play Therapist.

5.15 Complaints about SEND provision

Compliments, Concerns and Complaints

Incl: SEND Mediation & Tribunal

Broughton Community Schools endeavours to work in partnership with parents and carers to ensure a collaborative approach to meeting the needs of all pupils.

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

- Informal complaints or concerns should in the first instance be discussed with the class teacher.
- Formal complaints should be discussed with the Inclusion Manager and Headteacher in the hope that a satisfactory solution can be found.
- If a satisfactory resolution cannot be found, the parent will be referred to the school's complaints procedure which is available on the school website.

For any compliments, concerns or complaints relating to Special Educational Needs and Disability please contact Mr. C Reed, Executive Headteacher.

SEN Appeals and Mediation

Appeals

If it has not been possible to reach an agreement with the Local Authority over the assessment process or the provision of or content of an EHC Plan, you have the right to appeal to SEND. SEND is an independent first-tier tribunal who hear and decide parents or young peoples' Appeals against the decisions of the Local Authority in relation to special educational needs.

In order to register an Appeal there must be contact to an independent Mediation Adviser to obtain a certificate to prove that you have done so. The Mediation Adviser will provide factual information about mediation. Parents do not have to have mediation advice if your Appeal is only about Placement, the health and social care elements of an EHC Plan or if it is a disability discrimination claim.

Global Mediation's Mediation Adviser can be contacted on 0800 064 4488. This service is free of charge and your conversation is confidential.

Once mediation advice has been received it is up to parents to decide whether they want to go to mediation before any Appeal parents may make to the Tribunal.

If parents do not want to try mediation, the Mediation Adviser will issue parents with a certificate so that parents can register their Appeal.

If parents do want to try mediation, a county SEND Case Manager will make all the arrangements for parents.

A parents right to Appeal is not affected if they do not have mediation first and no inference will be drawn by the Tribunal if you have not used the mediation services.

5.16 Contact details of support services for parents of pupils with SEN

Parents may wish to seek the support of the Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service.

[SEND support services](#)

(Telephone: 01296 383754. Email: sendias@buckinghamshire.gov.uk)

5.17 Contact details for raising concerns

Mr C Reed: Headteacher

E-mail: office@broughton.bucks.sch.uk/ office@broughtoninfant.bucks.sch.uk Tel: 01296 423276/415642

Mrs C Kitchen: Inclusion Manager

Email: office@broughton.bucks.sch.uk/ office@broughtoninfant.bucks.sch.uk Tel: 01296 423276/415642

Mrs J Brooks: SEN Governor

E-mail: office@broughton.bucks.sch.uk/ office@broughtoninfant.bucks.sch.uk Tel: 01296 423276/415642

5.18 The local authority local offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. 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.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors more information can be found on www.bucksfamilyinfo.org/localoffer

Our contribution to the local offer is:

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

For Broughton Junior School:

<https://directory.familyinfo.buckinghamshire.gov.uk/service/519?categories=secondary-schools&categories=primary-schools&collection=education-and-learning&keywords=broughton&location=Aylesbury%20&map=true&page=1>

For Broughton Infant School:

<https://directory.familyinfo.buckinghamshire.gov.uk/service/518?categories=secondary-schools&categories=primary-schools&collection=education-and-learning&keywords=broughton&location=Aylesbury%20&map=true&page=1>

6. Monitoring arrangements

This policy will be reviewed annually by the Teaching & Learning Committee of the governing body working with the Inclusion Manager. The committee will recommend adoption of any revised policies to the full governing body.

All documentation, data and personal details are stored on the school's systems according to the school's data protection policy.

7. Links with other policies and documents

This policy works in conjunction with a range of other school policies. Please refer to the school website <https://www.broughtoncommunityschools.com/>

for the following policies:

- Broughton Community Schools Local Offer
- Teaching & Learning Policy
- Accessibility Policy
- Admission Policy
- Managing Medical Conditions Policy
- Anti-Bullying Policy
- Equality & Cohesion Policy
- The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility strategies covering the maintained schools in their area. At Broughton Junior School our accessibility policy is reviewed by staff annually. Identified barriers to learning are discussed, alongside issues relating to promoting access for disabled pupils; in particular the wider curriculum of the school, including participation in after school clubs, leisure and cultural activities or school trips.
- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, 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 to achieve this.
- 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.
- The school's accessibility plan is available on the website.

Glossary of terms

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care plans are also maintained by local authorities for looked after children – in this instance the care plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National Curriculum: This sets out a clear, full and statutory entitlement to learning for all children, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Pupil Referral Unit (PRU): Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for children who would otherwise not receive suitable education because of illness, exclusion or any other reason.

Special Educational Needs (SEN): A child or young person has SEN 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 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 Page 18 of 18 making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disabilities Co-ordinator (INCLUSION MANAGER): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the Headteacher or Deputy may take on this role. In larger schools there may be a team of Inclusion Managers. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of Inclusion Manager and child minders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to children or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Last reviewed: September 2025

To be reviewed: September 2026