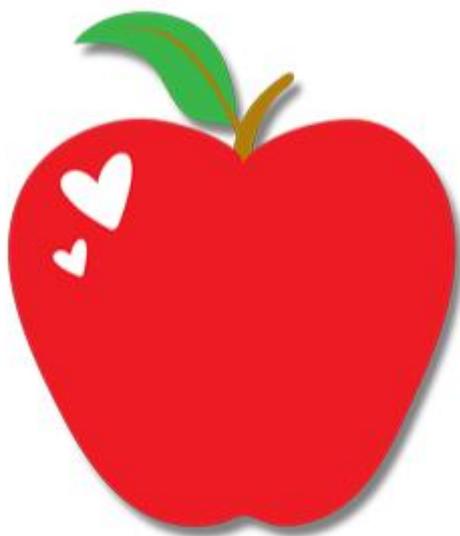


Cheddington Combined School  
Enjoying our learning...sharing our success

# Special Educational Needs and Disability Policy



Approved by:	Governing Body
Last reviewed on:	September 2025
Next review due by:	September 2026

## HEART

Our school values underpin everything that our school community does.

Honesty  
Excellence  
Appreciation  
Respect  
Teamwork

At Cheddington Combined School we instil a joy in learning. We create a safe, inclusive, and nurturing environment for pupils and staff, with our values at our HEART. We foster a sense of pride and belonging providing all our pupils a solid base for lifelong learning and success.

A minority of pupils have learning or behavioural requirements or difficulties that could create barriers to learning. These requirements are likely to arise because of a child having Special Educational Needs/Disabilities (SEND). Teachers take account of these requirements and make reasonable adjustments where necessary, to support the individual or groups of pupils to enable them to participate effectively in all areas of the curriculum. The support of pupils with SEND is done in a holistic way where adaptations and support in class is completed through Universal Provision are enhanced by specific interventions or small groups.

Pupils may have SEND either throughout or at any time during their school education. This policy ensures that curriculum planning and assessment for pupils with SEND takes account of the type and extent of the difficulty experienced by individual pupils.

### **Definitions of Special Educational Needs/Disabilities (SEND) taken from section 20 of the Pupils and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) Have 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 special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

The government reformed the way in which provision and support is made for pupils and young people with SEND in England. New legislation (The Children and Families Act 2014) dates from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource which is designed to support pupils and young people with SEND 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 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.

### Roles and responsibilities

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for all pupils with SEND.
- ensuring the governing body is informed about SEND issues.
- working closely with the SENDCo.
- deployment of all Special Educational Needs personnel within the school.
- ensuring staff receive appropriate SEND training.
- monitoring SEND provision and ensuring reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.
- ensuring SEND issues are developed and refined in the School Development Plan (SDP).

The **Special Educational Needs and Disability Co-ordinator** (SENDCo) is part of the school leadership team and has responsibility for:

- liaising with the head teacher and governing body to determine the strategic development of the SEND policy and provision in school.
- overseeing the day-to-day operation of the school's SEND policy and ensuring all staff understand their role in maintaining good SEND records.
- co-ordinating the provision for pupils with special educational needs.
- advising on the Graduated Approach to providing SEND support and ensuring that an agreed, consistent approach is adopted.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with and advising other school staff, including helping staff to identify pupils with special educational needs.
- supporting class teachers in devising strategies, quality assuring support plans, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and SEND records.
- monitoring and evaluating the progress of pupils with SEND.

- Leading and managing the Teaching Assistants to ensure SEND and vulnerable pupils receive targeted provisions.
- contributing to the in-service training of staff.
- Leading and managing TA's to ensure SEND and vulnerable pupils receive targeted provision.
- liaising with the SENDCo's in preschool, receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- liaising with the mid-day supervisors about SEND pupils.
- writing the school's SEND Annual Report and being aware of the provision in the Buckinghamshire Local Offer.
- working with the head teacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.

**Class teachers** have responsibility for:

- Liaising with the previous teacher/pre-school and using baseline assessment to identify what a child knows, understands and can do.
- ensuring ongoing observation / assessment provides feedback to form the next steps.
- involving the parents in the discussion of targets setting, ensuring that their points of view are taken into consideration when new outcomes are generated.
- providing an appropriately adapted curriculum for all pupils (they may draw on the SENDCo for advice on assessment and strategies to support inclusion).
- being aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- planning and overseeing any interventions or support arrangements to address the child's SEND challenges.
- giving appropriate feedback to parents of pupils with SEND at least three times per year.
- liaising closely with other members of staff and the SENDCo when pupils transfer to another class within the school.

**Support staff** have responsibility for:

- working as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class.
- implementing SEND support plans and monitoring progress within class.
- contributing to review meetings as required.
- supporting pupils to enable them to gain access to a broad and balanced curriculum.
- Delivering specific interventions as directed by the class teacher or SENDCo.
- offering pupils an opportunity to acquire, reinforce or extend skills.
- liaising closely with other members of staff and the SENDCo when pupils transfer to another class within the school.

**Governors' legal responsibility to ensure SEND provision covers ensuring:**

- the necessary provision is made for any pupil with SEND.
- all staff are aware of the need to identify and provide for pupils with SEND.

- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- they have regard to the requirements of the SEND Code of Practice 0-25 January 2014
- parents are notified and consulted if the school decides to make SEND provision for their pupil.
- they are fully informed about SEND issues, so that they can play a major part in school self-review.
- appropriate staffing, funding and training arrangements are set up.
- the SEND Annual Report is published on the school's website and is linked to the Buckinghamshire Local Offer

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school will also be involved in its development.
- they are aware of the numbers of pupils with SEND, expressed as a percentage of the school roll.
- SEND provision has a yearly action plan and is an integral part of the School Development Plan.
- the quality of SEND provision is regularly monitored, including the level of support pupils receive and the amount of progress they make.
- there are termly meetings between the SEND link governor and SENDCo to ensure good communication.

#### Identification, assessment and review

The Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These areas of SEND offer an overview of the range of needs and in many cases, pupils do have needs that cover more than one of these areas. The purpose of identification within these broad areas is to help in the decision behind the support for the child. This allows for the most appropriate intervention to support the individual pupil.

At Cheddington a variety of different sources of information are taken into consideration when identifying whether a child has a special educational need. Initial concerns regarding a child's progress or specific difficulties are raised by the class teacher or parents/carers. These concerns are shared with

the class teacher, SENDCo and parents/carers. The views of the child, teachers, parents, carers, SENDCo and in some cases, as appropriate, external specialists are sought. This ensures that all areas are considered in order to determine if the child has special educational needs or whether the impact on progress and attainment is as a result of other factors listed below:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Funding
- Being a Child Looked after
- Being a child of a Serviceman/woman

As a school we feel it is important to consider not just the external presentation of behaviour as an area of need, but to look beyond this for an underlying reason. Information regarding the school's approach to behaviour can be viewed in our Behaviour policy.

### 1: High Quality teaching

High quality teaching, differentiated for individual pupils, will often provide adequate support for the needs of most pupils. However, this support will not be sufficient in supporting the needs of some pupils. For those pupils the school will provide reasonable adjustments, interventions or different ways of approaching learning in class that is **additional to or different from** those provided as part of the school's usual differentiated curriculum. This is where reasonable adjustments and OAP are put in place, both in and out of the classroom, to support needs of the child.

All pupils are assessed and monitored regularly in order to understand how they are progressing towards the year group Age Related Statements. Any testing takes into account access arrangements so that pupils can build normal routines for assessment points.

Assessment for SEND pupils includes:

- Interventions are baseline assessed and then re-assessed at regular intervals to ensure that it is having impact and any relevant adaptations/changes can be made.
- Each term, when support plans are reviewed, staff judge whether the SMART outcomes have been met, partially met or not met so we can see small steps of progress.
- Tests are taken each term (by all pupils from year 1-6) and the outcomes of these are used to determine small steps of progress and identify pupils who need further support.

### 2: SEND Support

SEND Support Plans are designed for pupils with a need that requires something additional to and different from high quality teaching in order to make progress towards Age Related Expectations. Each term class teachers work with the SENDCo to review previous SMART outcomes and set new SMART targets that will enable the child to make progress towards their longer-term goals. Each half term the staff working closely with the child, through intervention work, will reflect on the SMART outcomes and assess if the child is making progress towards the target.

Transition is an essential part of our SEND support and is planned for to ensure effective support is given to all pupils when moving year groups. SEND transition meetings take place in the summer term between the SENDCo, current class teacher and new class teacher. These transition meetings ensure that all the relevant information is shared between staff and strategies can be put into place for the child. Pupils are also provided with transition booklets to support them with new rooms and staff.

Pupils who receive SEND support follow an Assess, Plan, Do Review (APDR) cycle as outlined below.

Assess:

The pupil's needs will be assessed, taking into consideration the needs of the whole child. The assessment will identify outcomes as aspirations of where pupils, teachers and parents/carers want the child to be at the end of that term. This is then broken down in to no more than 3 short term outcomes for the term, which are measurable, specific and achievable.

Plan:

A SEND Support Plans will be written for the pupil, describing the interventions that are additional to or different from that received by their peers within the same year group in order to meet the short-term outcomes. Some of these maybe conducted within the classroom and others may be in a small group outside the classroom. The teacher and the SENDCo agree in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do:

The class teacher remains responsible for working with the child daily however Teaching Assistants (TA's) may conduct the planned interventions. The impact of the provision is closely monitored and links to classroom teaching are made. The SENDCo supports the class teacher with further assessment of the child's strengths and areas for development, in problem solving and advising on the effective implementation of support.

Review:

The impact and quality of the support and interventions is evaluated throughout this period and each term by the teacher. This will then be discussed in a termly meeting with the parents and pupil. The support is then revised in light of the child's progress and development towards the short-term outcomes and the Assess-Plan-Do-Review process restarts.

### 3: Applying for Education, Health Care Plan (EHCP)

If the needs of a pupil are still not being met by the school despite adjustments and support, the school may consider requesting for Statutory Assessment (EHCNA which could lead to an Education Health and Care Plan being issued). The school may consider applying for exceptional funding while waiting for an EHCP.

The needs of the child are considered, and the school must prove that the child is already getting a high level of support per week, not making progress and/or being at a very low level of attainment. Schools provide evidence of support and impact over time and County panels consider the request and make the decision about whether to assess or not. Through assessments county will decide if an EHCP is

required and the level of support that will be provided on top of the existing hours provided by the school.

### Education Health and Care Plans (EHCPs)

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority (LA) to carry out a statutory assessment of their needs to see if they are eligible for an EHCP. The LA will seek evidence from the school that any strategies implemented for the child have been continued for a reasonable period of time and impact has been carefully monitored. In preparing a request for an EHCP the school will involve the parents, pupil and outside agencies and refer to Chapter 8 in the Code of Practice.

Once a pupil has an EHCP naming Cheddington Combined School, the Head Teacher and SENDCo will ensure that arrangements are in place to meet the needs of that pupil. A formal child-centred review of the EHCP will take place annually, in addition to the regular termly reviews. At this meeting, parents and professionals celebrate the successes of the child; consideration is given to whether the EHCP should continue; whether provision/strategies should be maintained or amended, and new long-term objectives are set if appropriate. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report. If a pupil's SEND change, the LA will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

### Access Arrangements:

In order to support pupils with SEND in assessments within school, such as National Curriculum Tests at the end of KS2, the SENDCo considers appropriate access arrangements in school in consultation with teachers and parents/ carers.

A small number of pupils may need additional arrangements so they can take part in the KS2 tests, Buckinghamshire Secondary Transfer test (also known as the 11+) and the multiplication test. The Head teacher, SENDCo and class teacher must consider access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage.

Access arrangements may be appropriate for a pupil:

- with an EHC Plan or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA) for whom provision is being made in school using the SEND Support system of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests.
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)

- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with English as an Additional Language (EAL) and who has limited fluency in English (Taken from: DFE, 2014 Key Stage 2, Assessment and Reporting Arrangements)

#### Transition in the school day

Transition happens throughout the day and for some pupils with SEND this can be overwhelming. To support pupils who find transition overwhelming we allow them to move from the class to outside or a different class when the corridors either before or after the other pupils. For some pupils they are able to come into school through the front entrance so that it is not so overwhelming.

To support with transitions within the day all classes have a visual timetable, this allows the pupils to know what to expect during the school day.

During the summer term with support pupils with SEND with their transition to the next year group by providing transition booklets with photographs of any new areas of the school and of the staff working in that class. The new teacher will spend time building a relationship with the pupils before the end of term so that they become a familiar adult to the child. The SENDCo, currently class teacher and new class teacher meet to discuss the SEND needs of the pupils within the class to ensure that there is an effective transition between classes.

For pupils in Year 6, the school works closely with secondary schools to ensure that the pupils receive a successful transition. For some pupils they will receive an enhanced transition where they are able to attend their new school more often to help build familiarisation. The SENDCo and class teacher will ensure that all relevant information is passed onto the secondary school and that SEND Support Plans are transferred.

#### Partnership in provision:

##### Arrangements for professional development for all staff:

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

- skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- professional development sessions and one-off sessions on relevant subjects provided by SEND specialists.
- attendance on courses offered by external providers as part of the school's Appraisal process.
- other courses which are relevant to the work being undertaken.

##### Parents:

All parents and carers of pupils with SEND at Cheddington Combined School are considered to be our partners, and as such they:

- are encouraged to recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.

- are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. All staff acknowledge and draw on parental knowledge and expertise in relation to their child.
- are always encouraged to make their views known and to take part in the process of reviewing and monitoring provision and progress.
- receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school.
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- have knowledge of their child's entitlement within the SEND framework, and the right to access any records of their child's progress and are encouraged to contribute to these records.
- attend review meetings, which are held three times a year; though parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. (We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or from Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service).

Buckinghamshire SENDIAS Service provides a range of support for parents of pupils with SEND at any age or stage. This can include helping with letters, attending meetings with parents or supporting them in discussions with the local authority, school or other setting. They may be able to help find a key worker, or an Independent Supporter or a volunteer who can support a family. They also offer up-to-date and impartial resources and information about the law on all aspects of SEND. Some of their leaflets are available in school.

#### Pupils:

All pupils are involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate will reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

We encourage pupils to participate in their learning by:

- contributing to reviews and outcomes(formally or informally).
- talking to TAs and teachers about their learning.
- class and individual reward systems.

#### Pupils with medical needs or disabilities:

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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) or Education, Health and Care

Plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Our school is committed to providing equal access to all, and details of our current accessibility arrangements can be found in our Equalities and Accessibility policy. For further details of how the school supports pupils with medical needs please see our Supporting Pupils with Medical Needs policy.

Other agencies, organisations and support services:

We are committed to using the expertise and advice provided by other professionals.

With other schools:

- SEND records are transferred following county procedures.
- pupils with SEND are given additional visits and access to transition support before transfer to secondary school, so that they will become more confident in the new situation.
- for pupils with an EHC Plan, the plan is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the Annual Review in Year 5, the parents' views and preferences and the response to consultation by the Local Authority (LA) with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final Annual Review of Year 6 pupils with EHCP for whom the particular school has been named.

**Reference:**

*Teaching and Learning Policy*

*Equalities and Accessibility Policy*

*Governors' Complaints Procedure*

*Admissions Policy*

*Medical Needs Policy*

*The Buckinghamshire Local Offer can be found here: [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)*

This policy was written by the SENDCo in conjunction with the Senior Leadership Team and the Governors of the school.

*This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25, January 2014. 3.66 and has been written with reference to the following documents:*

*Equality Act 2010: advice for schools DfE Feb 2013*

*SEND Code of Practice 0 – 25, January 2014*

*Statutory Guidance on supporting pupils at school with medical conditions December 2015*

*Schools SEN Information Report Regulations, November 2016*

*The National Curriculum in England: July 2014*

*Safeguarding Policy*

*Accessibility Plan*

*Teachers Standards July 2011 (introduction updated June 2013, latest terminology updated December 2021)*

SENDCo: Miss A Bateman (NASENCo Award)