Cheddington Combined School

Enjoying our learning…sharing our success

Special Educational Needs and Disability Policy



Approved by:	Governing Body
Last reviewed on:	September 2026
Next review due by:	September 2027

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 and Disabilities (SEND). This policy sets out how Cheddington Combined School identifies, supports, reviews and improves provision for pupils with special educational needs and disabilities. It applies to all pupils, including those with an Education, Health and Care Plans, and it is based on the principle that all pupils are entitled to an ambitious, broad and balanced curriculum.

The school's approach is built on high-quality teaching, early identification, effective adaptation, the graduated approach of assess, plan, do and review, and close partnership with pupils, parents and external professionals. Provision is designed so that pupils with SEND access the same curriculum as their peers wherever appropriate, with reasonable adjustments, scaffolds and targeted support in place to remove barriers to learning without lowering expectations.

Pupils may have SEND either throughout their education 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.

Special Educational Needs and Disabilities (SEND) is set out in the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2015)

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 needs 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 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

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.

Aims

- To ensure that all pupils with SEND are identified early and supported promptly.
- To provide an ambitious curriculum that enables pupils with SEND to make strong progress from their starting points.
- To ensure that teaching is adapted effectively so that pupils can access learning, participate fully and develop independence.
- To secure consistent use of the graduated approach across the school.
- To ensure that provision is planned, reviewed and evaluated using reliable evidence of impact.
- To promote the participation of pupils with SEND in all aspects of school life, including wider opportunities, trips, clubs and leadership roles.
- To work in genuine partnership with parents, carers, pupils and external agencies.
- To ensure that all staff understand their responsibilities for identifying and meeting SEND.
- To use resources, staffing and interventions effectively so that they strengthen classroom teaching and support inclusion.
- To ensure compliance with statutory duties and the school's equality, safeguarding and accessibility responsibilities.

Statutory Requirements

The school will meet its duties under the following statutory requirements:

- Children and Families Act 2014
    - To identify, assess and make special educational provision for pupils with SEND.
    - To use an Education, Health and Care Plans where required.
    - To follow the graduated approach to SEND support.
- SEND Code of Practice: 0 to 25 years
    - To use the assess, plan, do, review cycle.
    - To involve pupils and parents in decision-making.

    - To recognise the four broad areas of need:
        - Communication and interaction
        - Cognition and learning
        - Social, emotional and mental health
        - Sensory and or physical needs
- Equality Act 2010
    - To make reasonable adjustments and avoid discrimination.
    - To prevent disabled pupils from being placed at a substantial disadvantage.
    - To plan access to curriculum, premises, trips, clubs and assessment.
- Special Educational Needs and Disability Regulations 2014
    - To publish accessible information about SEND provision.
- Schools Information Regulations and SEND Information Report requirements
    - To maintain clear, accessible information about how SEND is identified and supported.
- Supporting pupils at school with medical conditions
    - To ensure pupils with medical needs can access education and activities as far as reasonably practicable.
- Keeping Children Safe in Education
    - To recognise safeguarding risks that may affect pupils with SEND.
- Working Together to Safeguard Children
    - To work with external agencies where need is complex.
- Data Protection Act 2018 and the United Kingdom General Data Protection Regulation
    - To handle SEND information securely and appropriately.
- Health and Safety at Work etc Act 1974
    - To ensure safe access, supervision and risk management.
- Teachers' Standards
    - To ensure teachers adapt teaching to meet the strengths and needs of all pupils.
- National Curriculum in England: framework document
    - To ensure pupils with SEND have access to a broad and balanced curriculum and suitable progression in knowledge, skills and understanding.

Roles and responsibilities

The Headteacher has responsibility for:

- Overall leadership and management of SEND provision
- ensuring the governing body is informed about SEND issues.
- working closely with the SENDCo.
- deploying staff and resources effectively
- ensuring staff receive appropriate training.
- monitoring the impact of SEND provision
- ensuring SEND is in the School Development Plan (SDP).
- Promoting a culture of inclusion and high expectations.

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

- Strategic and operational leadership of SEND
- overseeing the day-to-day operation of the school's SEND policy and ensuring all staff understand their role in maintaining good SEND records.
- coordinating provision for pupils with SEND
- identifying and advising on the Graduated Approach. Ensuring that an agreed, consistent approach is adopted.
- advising on the deployment of resources and delegated funding
- 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 (TAs) in relation to SEND.
- contributing to the in-service training of staff.
- 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.
- writing the school's SEND Annual Report and being aware of the provision in the Buckinghamshire Local Offer.

Class teachers have responsibility for:

- Knowing the needs of pupils in their class
- 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 with receiving teacher during transitions

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.
- helping pupils to reinforce or extend skills.
- promoting independence and self-confidence.
- 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:

- Ensuring the necessary provision is made for pupils with SEND
- holding leaders to account for SEND outcomes and provision
- knowing the SEND profile of the school
- ensuring staff are aware of their responsibilities
- monitoring the quality and impact of SEND provision
- receiving regular information from the SENDCo and Headteacher
- ensuring the SEND policy and information report are up to date
- overseeing staffing, training and resources
- ensuring pupils with SEND participate in school life as far as reasonably practicable
- 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.

Parents and carers are valued partners. They will:

- Be listened to and involved in review and planning
- receive accurate information about progress and support
- be consulted about targets and provision
- be invited to review meetings
- have access to advice and support where needed
- be encouraged to share information about their child's strengths, needs and preferences

Pupils with SEND will be supported to:

- Share views about their learning and support
- understand their targets where appropriate
- contribute to reviews
- make choices and develop independence
- know what helps them learn best

Identification, assessment and review

The Code of Practice (2015) 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 Combines School 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 Universal Provisions are put in place, both in and out of the classroom, to support the 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 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 into no more than three short term outcomes for the term, which are measurable, specific and achievable.

Plan:
A SEND Support Plan 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 may be 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 TAs may deliver 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 an Education, Health and 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 a statutory assessment, known as an EHC needs assessment, which could lead to an Education, Health and Care Plan.

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 Local Authority (LA) panels consider the request and make the decision about whether to assess or not. Following an assessment from an Educational Psychologist, the Local Authority will then decide whether 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 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 Headteacher 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 Headteacher, SENDCo and class teacher must consider access arrangements before the tests are administered.

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 EHCP 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 are quieter, 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 a transition booklet with photographs of any new areas of the school and the staff working in that class is provided to pupils with SEND to support their transition to the next year group. 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, current 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:

- Induction for new staff on SEND systems and responsibilities
- Regular whole-staff training on high-quality teaching and adaptation
- Training on the main areas of need
- Coaching, modelling and sharing of effective practice
- Training for teaching assistants in intervention delivery and classroom support
- Access to external specialists and professional learning where appropriate
- Targeted development linked to school improvement priorities

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 having a complete understanding of their child's behaviour within the school environment.
- 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 practise 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 SEND or an 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 (2015) 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 EHCP, 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

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 2015, paragraph 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 2015
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
The Children and Families Act 2014
The Special Educational Needs and Disability Regulation 2014
Keeping Safe in Education 2026
Working together to Safeguard Children 2026
Data Protection Act 2018
Health and Safety at Work Act 1974
Safeguarding Policy
Accessibility Plan
Teachers' Standards July 2011 (introduction updated June 2013, latest terminology updated December 2021)

SENDCo: Miss A Bateman (NASENCo Award)