Buxton Primary School

Special Educational Needs and Disabilities (SEND) and Inclusion Policy

September 2026

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.

To be read in conjunction with the school's Local Offer

Formally adopted by the Governing Body:	**Buxton Primary School**
On:-	**21st September 2026**
Chair of Governors:	**Kathryn Corder**
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Review Date:	**September 2027**

INCLUSION AND SEND POLICY FOR BUXTON PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (2015) 3.65. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015.
- Ofsted Education Inspection Framework (Updated July 2023)
- Supporting pupils with medical conditions at school (DfE September 2014, updated August 2017)
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Teacher's Standards July 2011 (introduction updated June 2013, latest terminology update December 2021)

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
a) has a significantly greater difficulty in learning than the majority of others of the same age
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

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

Inclusion Statement

- We aim to ensure maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide appropriate learning opportunities for all the children within the school and provide materials relevant to children's interests, abilities and needs. This ensures that all children have a full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress, however, we make every effort to narrow the gap in attainment between these groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision.
- We focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.
- Every single one of our children receive the same opportunities, from residential experiences to extracurricular activities. Our children are also given equal access to our full-time pastoral support and nurture or alternative provision if needed.

Aims and Objectives of this Policy

The aims of this policy are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a broad range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all learners.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being to help them form and maintain worthwhile relationships based on respect for themselves and others.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"Special educational provision is educational or training provision that is ***additional to*** *or* ***different from****" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

SEN Code Of Practice (2014)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2014

Areas of needs supported at our school

The SEND Code of Practice 2014, pages 97-98, identifies four broad areas of need. It states:

"These four 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, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time."

- **Communication and interaction needs include:**
- Speech, language and communication needs (SLCN)
- Autistic spectrum disorders (ASD)

- **Cognition and learning needs to include:**
- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD) or severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

- **Social, emotional and mental health needs to include**:
- Social, emotional and mental health (SEMH)

- **Sensory and/or Physical needs include:**
- Visual impairment (VI)
- Hearing Impairment (HIV)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Provision at Buxton Primary School is designed to support all pupils' needs; they do not need to have an EHCP or a specific diagnosis for this to happen.

STAGE 1 Appropriate quality first teaching including, where needed, the use of interventions.

Buxton Primary School prides itself on being a fully inclusive school, always striving to support and guide every child to suit their individual needs, not just for children with SEND, but for all children. The routine and prolonged withdrawal from mainstream of children with SEND is not recognised as good practice and does not promote rapid language and skill acquisition. Language and skill acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Teaching and learning for all pupils includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises to enrich the experiences of our children such as enrichment sessions, outdoor learning, nurture, music tuition and more. These mostly have an aim of developing

lifelong skills that are transferrable to the classroom. Further details of what it is like to be a learner at Buxton can be found here.

In order for our children with SEND or SEMH needs to have equal opportunities to grow and develop, we have made and continue to make adaptations across all areas. Some examples of this are below:

- Effective identification of need process. Identifying need early and acting upon this in a timely manner ensures that children with SEND are given the best possible chances of success. See our identification and support flow chart here.
- Quality first teaching. SEN Code of Practice (2015) 6.36 states '*Teachers are responsible and accountable for the progress and development of the pupils in their class'. 6.37 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN*. Ensuring that our teachers plan and deliver quality teaching which is adapted to the needs of our children, not just differentiated by ability.
- Adult support. Having a high level of adult support for our children with SEND ensures that they are able to access the curriculum and all learning opportunities matched to their needs.
- Interventions / workshops. Learners in Key stage one and two, will have access to specific interventions known as 'workshops', this is especially supportive of our children with SEND. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. Workshops aim to develop specific areas of underachievement and/or improving a key skill for all learners so they are able to access the curriculum. Areas of need are identified using school data and will not necessarily be pupils with special educational needs.
- Pre-teaching. Children are pre-taught topics so that when they take part in the lesson, they are able to contribute, build confidence and have the best opportunities to learn.
- Adaptations to activities and doing things in different ways such as: mind maps, talking time, thinking time, scaffolding, 'I do, we do, you do' sessions, peer work, small steps etc.
- Subject Leaders ensure that SEND provision is monitored and adapted as required as part of their role to lead subjects effectively. SEND on planning is clear and designed to support the needs of the children in the cohort.
- The RHE / RSE (Relationships and Health Education, Relationships and Sex Education) curriculum involves teaching children about diversity, not just in culture, but in how we are all different. Our Votes for Schools sessions regularly highlight difference and build our children's understanding of each other.
- Access to technology to support learning.
- Assessment procedures are adapted to children's needs with an aim of building confidence in abilities.

Identification of SEN

The school has a clear approach to identifying and responding to SEND using the SEND / SEMH Identification and Support Flow Chart here. It recognises that early identification and effective provision improves long-term outcomes for the pupils.

Children's needs should be identified and met as early as possible through;

- WellComm assessments (SLCN) upon entry to Early Years.
- Analysis of data including baseline assessments upon entry to the EYFS and other whole-school pupil progress data.
- Concerns identified and information collected by Parent/Carer/s, Teacher, Pastoral TA, External professional or progress tracking.

With the support of the SENDCo and Headteacher, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. 'Less than expected progress' will be characterised using the following criteria:

- Progress is significantly slower than the class average, from the same baseline.

- Progress does not match or better the pupil's previous rate of progress.
- Progress fails to close the attainment gap within the class.
- The attainment gap is widened by the plateauing of progress.

We use the following SEND / SEMH specialist assessment tools in school:

- The British Picture Vocabulary Scale (BPVS III)
- Dyslexia Portfolio
- SpLD assessment checklist
- Emotional Literacy Support Assistant (ELSA) assessments.
- WellComm – Speech and Language assessment
- SEMH Strengths and Difficulties Questionnaire (SDQ)

We also access the expertise and support of a variety of external agencies and other professionals including:

- Educational Psychologists (Educational Psychology and Specialist Support) Norfolk EPSS
- Occupational Therapists
- Speech and Language Therapists (Just One Norfolk)
- Sensory Support (SENSi)
- Point 1 mental health support
- Child & Adult Mental Health Services (CAMHS)
- Virtual School for Sensory Support (VSSS)
- Access Through Technology (ATT)
- Norfolk Inclusion and SEND team.
- Norfolk Schools and Communities Team (SCT).

The information from these assessments and agencies is fed directly into the targets and support for the individual pupils as part of the 'Graduated Response'.

Stage 2 Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (SEN Register).

When a child is identified as having needs which require provision which is 'additional to' or 'different from' expected, a support plan is put in place. Individual pupil plans focus on the child's strengths and plans vary depending on the type and level of need;

- **Pupil Passports (PPs)** – A pupil passport sets out the strengths, difficulties and ways children like to be supported in their learning. This informs all staff involved of the adjustments in place to ensure needs can be met. If a child needs more individualised support, then a personalised provision plan is implemented.
- **Personalised Provision Plans (PPPs)** – The aim of the PPP is to identify the barriers faced by the young person with SEND needs and identify the adjustments, support and interventions that are required so the learner can make progress. These include short term targets which are reviewed every three weeks and used as a progress measure.
- **Positive Behaviour Support Plans (PBSPs)** – These are implemented when a child finds it difficult to self-regulate their behaviour due to an underlying need and require a number of interventions and support to be in place to keep themselves and others safe. They follow a step-by-step positive approach with scripted language to ensure consistency.

Plans are derived as part of a collaborative and multidisciplinary approach to include parents, children, teachers and the SENDco. Where external professionals, such as Educational Psychologists, Speech and Language Therapists are involved, their recommendations are also incorporated in the plans.

It may be decided that a very small number, **but not all** of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority (LA) to ensure their underlying special educational need is being addressed fully. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 has, or will need to be, spent on a pupil within one year, in order to meet his or her special educational needs, an application will be made to the LA (Local Authority), with particular regard to the success criteria and SEN INDES Level Descriptors published as part of the local offer (Norfolk).

Stage 3 Education Health and Care Plan

Most children with SEND can have their needs met by the types of additional support provided at school. We call this SEND support. However, if a child requires a more specialist level of support, the school or families can request an Educational, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an Educational Health Care Plan (EHCP).

The school will fully comply with the requirements of an EHCP and:

- Ensure an annual review meeting takes place in cooperation with the parents and Local Authority (LA).
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Children with specific circumstances

LAC

Pupils at the school who are being accommodated, or who have been taken into care by the LA are legally defined as being 'looked after' by the LA. The school recognises that pupils who are 'looked after' are more likely to have SEND, and it is likely that a significant proportion of them may have an EHC plan. The school has a designated member of staff for coordinating the support for LAC. This is Mrs Jules Stops, the Headteacher. The Headteacher works closely with the SENDCo and Pastoral Support TA to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. Further details can be found in the LAC Policy here.

EAL

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English. The school will consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. The school

appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

To support the inclusion of children with EAL, the school will;

- Carry out an initial assessment of EAL and maintain a list of pupils with ethnic minority heritage and EAL, ensuring they are identified by the school.
- Coordinate provision for children with additional needs relating to ethnic or linguistic background. Supporting teachers with planning for and teaching children with EAL as part of mainstream teaching practice and managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Source bilingual and culturally reflective materials to support children's learning across the curriculum and contributing to the in-service training of staff.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and/ or SENDCO and/or SLT. Provision will be monitored in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through specific interventions to address individual needs.

Partnership with Parents / Carers

In line with the SEND Code of Practice, parents/carers are vital partners in the pupil's journey through their school life. In addition to our usual parent's evening, termly SEND parent/carer consultations are held with the class teacher. We welcome parents and carers to play an active and valued role in their child's education. We encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. As a result, we are able to work effectively with all other agencies in supporting children and their parents and signpost to any Parent Partnership services. Parents/Carers are encouraged to speak directly to their child's class teacher or the SENDco if any need arises.

In addition to this policy, we share our SEND Local Offer providing further details of provision, on our school website and contact details for our SENDCo are also given to ensure support is available here.

Voice of the Pupil

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own strengths and areas of difficulty.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.

Transition

Transition is part of life for all learners. This can be transitions to a new class, having a new teacher or moving to another school. Planning for transition is a part of our provision for all learners including those with SEND. Our transition days in the summer term, support all children to have a taster in their new class before fully transitioning in the Autumn term. During these sessions, all children complete one page profiles with their teachers to identify their strengths and difficulties. Children with SEND are further supported with the use of social stories and additional nurture sessions to discuss any worries they may have. Staff at Buxton Primary School work closely with transitioning schools and to ensure a smooth and positive transition, the following takes place;

- Meetings between staff and SENDcos from each setting.
- Support plans; listing current provision and targets are shared.
- Additional 1:1 support from Aylsham High School Federations Social and Emotional pastoral support assistants.
- Additional visits to feeder schools.
- Use of transition booklets.
- Visits to school from current pupils in the 'Friendly Face' team.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Pupils with Education Health and Care Plans (EHCPs) will have next phase destinations and transition arrangements discussed at plan review meetings at the end of year 1 and 5, convened by the plan coordinator.

Admission Arrangements

Admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without. We will not discriminate against any children regardless of extra need, and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority here)*.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, child-on-child abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Care will be taken by all staff, particularly those who pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Leads.

Management of Inclusion within our school

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDco). The SENDco, Mrs Joanne Buchanan, completed the National Masters SENDCo award in October 2023 and can be contacted via the school office or via email at sendco@buxton.norfolk.sch.uk

SENDco

In line with the recommendations in the SEN Code of Practice 2014, the SENDco will oversee the day-to-day operation of this policy in the following ways:

- Co-ordinate provision for children with SEND and evaluate regularly the impact and effectiveness of all additional interventions.
- Liaise with the relevant Designated Teacher where a 'Looked After' pupil has SEN.
- Work with the senior leadership team on the development of the schools delegated budget and other resources to meet pupils needs effectively.
- Liaise sensitively with parents and families of pupils on the SEN list.
- Liaise with external agencies such as early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Identifying a list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- Liaising with and advising teachers and support with the graduated approach to provide SEN support.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the LA for a request of High Needs funding and for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Monitoring the school's system of specific pupil plans, ensuring all staff who teach or support learning are aware of pupils with specific plans which identify their needs and preferred climate for learning.
- Attending area SENDco network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

The SENDCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy. In our school, due to the small number of pupils from ethnic minority groups, the SENDCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are in local authority care or are Post-LAC.

At Buxton School, we are fortunate to have additional members of our team who work closely with the SENDCo to support children with SEND including a Pastoral TA to support children with SEMH needs, a speech and language HLTA to support children with communication difficulties and an outdoor learning leader to develop a healthy self-esteem, positive mental health and build proficient social skills in children to apply elsewhere.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Headteacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCO) will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Pupil progress meetings with individual teachers
- Regular meetings with the SENDco.
- Discussions with pupils and parents

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners, specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Teachers

SEN Code of Practice (2015) 6.36 '*Teachers are responsible and accountable for the progress and development of the pupils in their class'.*

Therefore, teachers are responsible for:

- Securing good provision and good outcomes for all groups of learners by :
    - Providing quality first teaching, with differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
    - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies*".* (SEN Code of Practice 2013)
    - Ensuring children with SEND are supported with positive approaches using the school's restorative behaviour policy and following any individual plans (such as PBSPs).
    - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
    - Planning lessons to address potential areas of difficulty, aiming to ensure that there are no barriers to every pupil achieving.
    - Being accountable for the progress and development of the pupils in their class.

- Planning and reviewing support plans for pupils with SEND on a graduated basis in line with the SEND policy and in collaboration with parents, the SENDco and the pupils themselves.

- Liaising with the SENDCO to agree which pupils in the class are vulnerable learners, which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
    - Which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a learning plan to address a special educational need (this would include pupils with statements/EHC Plans)
    - Keeping the relevant staff up-to-date with any changes in behaviour, academic developments and causes of concern.
    - Organise to meet with parents of children with SEND termly to review and update plans.

- Complete INDES for the children with SEND in their class and review yearly as part of moderation.
- Collaborate with the SENDco to identify new needs and create new support plans.

The expertise and training of our staff to support children with SEND

Within Buxton Primary there is a high level of training and expertise. All staff have been trained in the requirements of the SEN code of Practice 2014, the Equality Act, the whole school policies related to Teaching and Learning, SEN and Behaviour as well as this document.

Teachers have CPD sessions as part of the regular staff Inset schedule. These are identified by needs within the school and prior training.

We ensure that training for TAs is up to date as we know the value in which confident support and good interventions can have on pupil progress. TAs have training for the interventions they are delivering. Specialist expertise is allocated where it is going to have the greatest impact however if a need arises then the SENDco will assess the most effective use of the expertise and experience within the school.

Among our TAs we have provided training for:

- First Aid, including Paediatric specific and specialised medical needs such as type 1 diabetes, epilepsy and cerebral palsy.
- Phonics.
- Numicon.
- Precision teaching.
- Lego Therapy.
- Speech and Language.
- Drawing and Talking Therapy
- Supporting children with dyslexia and autism.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observations/learning walks by the SENDco, subject co-ordinators and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Staff discussions and feedback with the SENDco.
- Pupil views (when setting new Personalised Provision Plan (PPP) targets or reviewing existing targets).
- Pupil progress tracking using assessment data (whole-school processes), including specific analysis of workshop (intervention) outcomes.

- Monitoring of personalised provision plan targets, evaluating the impact of Learning plans on pupils' progress.
- Attendance records.
- Regular meetings about pupils' progress.

Complaints

We will try to resolve any complaints informally in the first instance. If this does not resolve concerns, parents/carers are welcome to submit their complaint formally. Formal complaints will be handled in line with our complaints policy here. Complaints are dealt with in the first instance by the class teacher and SENDco, then, if unresolved, by the Headteacher. The Governor with specific responsibility for SEN/inclusion may be involved if necessary.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Links with other policies and documents

This policy links to the following documents:

SEN information report here
Norfolk local offer here
Accessibility plan
Behaviour policy here
Equality information and objectives policy here
Attendance policy here
Safeguarding / child protection policy here
Complaints policy here