Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

# SEND Policy and Information Report

This policy was adopted Autumn 2025

The policy is to be reviewed Autumn 2026

This policy will be reviewed annually and when needed in accordance with school development and changes in legislation.

Signed ……. Chair of Governors

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## 1. Aims

Our Special Educational Needs and Disabilities (SEND) policy and information report aims to:

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

**Aims and Objectives:**

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. High quality classroom teaching is the primary intervention; however, some pupils require more support than others and this may be for a short period to help overcome temporary needs or last throughout their time in the school. In particular we aim to:

- Enable every pupil to experience success,
- Promote positive attitudes and individual confidence, ensuring all children experience success,
- Ensure that our curriculum and environment are responsive to all children whatever their individual need,
- Identify, assess, record and regularly review pupils' progress and needs,
- Involve pupils in planning and reviewing their own targets and progress,
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development,
- Make effective use of support services,
- Work collaboratively with parents/guardians, other professionals and external support agencies,
- Provide support, training and advice for all staff working with pupils with special educational needs and disabilities,
- Ensure that the school SEND policy is implemented and maintained by all staff and governors.

## 2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities,
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEND co-ordinators (SENDCos) and the SEND information report.

## 3. Definitions

Children have special educational needs and disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty if they have:

'... significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.' SEND Code of Practice 2015.

They have a disability if they have:

'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' Equalities Act 2010.

A pupil with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.

## 4. Roles and Responsibilities

The provision for pupils with special educational needs is a matter for the school as a whole. Every teacher is a teacher of children with special educational needs and is therefore responsible for the day to day differentiation necessary to include all children in all areas of the curriculum.

The Governing Body in cooperation with the Head Teacher has a legal responsibility to monitor the policy and provision for pupils with SEND. This will include ensuring that all staff are made aware of their responsibility for helping to identify, assess and provide for any child's SEND. The SENDCo liaises regularly with the designated SEND Governor/s to ensure that the Governing Body is informed regarding the needs and progress of pupils on the SEND Register.

### 4.1 The SENDCo

The Special Educational Needs Coordinator (SENDCo) is Simon Mullen. He works closely with all staff, the Head Teacher, parents/guardians and outside agencies ensuring the best possible provision for children with special educational needs.

The **SENDCo** is responsible for:

- Working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school,
- Overseeing the day-to-day operation of the school's SEND policy,
- Co-ordinating the specific provision to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCP),
- Helping staff to identify pupils with special educational needs,

- Carrying out detailed assessments and observations of pupils with special educational needs,
- Supporting teachers in the planning, implementation and management of SEND Support Plans and Education, Health and Care Plans (EHCP),
- Providing professional guidance to colleagues and working with staff, parents/guardians, and external agencies such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists to ensure that pupils with SEND receive appropriate support and high-quality teaching,
- Advising school staff on the graduated approach to providing SEND support,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Liaising with external agencies, arranging meetings and providing a link between these agencies, children, class teachers and parents/guardians,
- Updating and maintaining the SEND Register and pupil records,
- Monitoring and evaluation of SEND progress through tracking documents,
- Supporting the Headteacher with managing, liaising with and training all SEND teaching assistants,
- Co-ordinating annual review meetings for pupils with an Education, Health and Care Plan (EHCP),
- Liaising with potential next providers of education to ensure pupils and their parents/guardians are informed about options and a smooth transition is planned,
- Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

**4.2 The SEND governor**

The **SEND governor** must ensure that:

- 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 and to include them as far as possible in the activities of the school, together with other children,
- They help to raise awareness of SEND issues at governing board meetings,
- They report annually to parents/guardians on the implementation of the school's SEND policy, which should include any significant changes and information on how resources have been allocated to children with special educational needs or a disability over the year,
- They monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this,
- They work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school,
- There is a SEND annual report, yearly action plan and that SEND is integral to the School Evaluation and Development Plan,

**4.3 The Headteacher**

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENDCo.

The **Headteacher** is responsible for:

- Ensuring that the needs of all pupils are met,
- Setting objectives and priorities in the School Development Plan (SDP), which includes SEND,

- Setting a SEND budget within the school's overall financial resources,
- Ensuring that the notional and SSA funding is allocated appropriately,
- Keeping the governing body fully informed of SEND issues and providing an annual SEND information report,
- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school,
- Having overall responsibility for the provision and progress of learners with SEND and/or a disability, including the deployment of all resources relating to SEND in the school.

**4.4 Class teachers**

All class teachers are teachers of pupils with SEND. The needs of the majority of pupils will be met by the class teacher.

Each **class teacher** is responsible for:

- Delivering high quality first teaching, differentiated for individual pupils,
- Monitoring the progress and development of every pupil in their class,
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching,
- Keeping a class provision map of interventions and strategies used for all pupils that are not making adequate progress,
- Gathering information and working in partnership with parents/guardians by keeping them informed on a regular basis,
- Reviewing SEND Support Plans or Education, Health and Care Plans (EHCP), with parents/guardians, the pupil and the SENDCo on a termly basis,
- Working closely with the SENDCo to raise the need for SEND support, identify provisions and strategies,
- Sharing appropriate information or professional reports with members of staff who work with pupils in their class,
- Following the SEND policy and procedures for identification, monitoring and supporting pupils.

**4.5 Inclusion Assistant**

The **Inclusion Assistant** plays a key role in supporting the school's commitment to inclusive education. Working under the direction of the Headteacher, SENDCo and class teachers, they support pupils with identified SEND and those at risk of underachievement. The **Inclusion Assistant** is responsible for:

- Providing in-class and small group support,
- Supporting the well-being and developing of resilience of identified children,
- Assisting class teachers and the SENDCo in the review of targets documented in SEND Support Plans and EHCPs,
- Supporting the delivery of interventions and monitoring pupil engagement,
- Promoting inclusive practice by helping adapt materials and strategies,
- Liaising with staff and parents to ensure consistent support,
- Contributing to the assess–plan–do–review cycle through interventions and feedback,
- Undertaking relevant training to support a range of needs.

**4.5 Teaching Assistants**

**Teaching Assistants** and **Higher-Level Teaching Assistants** work 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. They play an important role in implementing targets and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

Each **Teaching Assistant** and **Higher-Level Teaching Assistant** is responsible for:

- Supporting the SENDCo and class teacher with the inclusion of pupils with SEND within the class,
- Implementing and monitoring provision to enable access to a broad and balanced curriculum,
- Being aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND,
- Providing feedback to class teachers and the SENDCo regarding pupils' responses to tasks and strategies.

### 4.6 Midday Supervisors

Midday supervisors work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND during the midday session. Midday supervisors are given any necessary information relating to the supervision of pupils. They may meet with the SENDCo in relation to behaviour management and other issues for particular pupils.

Each **Midday Supervisor** is responsible for:

- Supporting the SENDCo and class teacher with the inclusion of pupils with SEND during the midday session,
- Being aware of the school's SEND policy and procedures supporting pupils with SEND,
- Providing feedback to class teachers and the SENDCo regarding pupils' behaviour, inclusion and well-being.

## 5. Coordinating and Managing Provision

At Monks Risborough Primary School:

- Sharing of expertise is welcomed and encouraged,
- Special educational needs are a part of the School Development Plan (SDP),
- The Headteacher and SENDCo meet weekly to discuss SEND issues,
- The SENDCo meets with Teaching Assistants and Higher-Level Teaching Assistants frequently to review progress,
- The SENDCo ensures that termly meetings are held and that children and parents/guardians are invited to review provision and participate in decision making,
- Children with an Education, Health and Care Plan (EHCP) have an Annual review with the SENDCo and other professionals who are involved,
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns,
- Pupils are involved as far as practicable in discussions about their targets and provision.

The SENDCo ensures that the following information is easily accessible to staff:

- SEND Policy,
- SEND Register,
- Internal arrangements for SEND, including a clear description of the responsibilities of all staff,
- A class SEND file giving the names of all pupils in the class with SEND and copies of the pupil's provision and other relevant documents.

### 5.1 Admissions and Arrangements

Monks Risborough Primary School is fully inclusive. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan (EHCP) subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### 5.2 Specialisms and Special Facilities

At Monks Risborough Primary School:

- All teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and Teaching Assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil,
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the Learning Nest support room, Learning Lab support room, staffroom and in each classroom,
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity,
- Pupil support aims to encourage as much independence as possible within a safe and caring environment,
- We have access to the expertise of Buckinghamshire County Council services and other agencies if it is required,
- The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

## 6. Identification, Assessment and Provision

### 6.1 Allocation of Resources

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

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo,
- The notional SEND budget (element 2 funding) covers the additional educational support required,
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans (EHCP).

The Headteacher, SENDCo and the Governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND. The school has a continuing commitment to purchase appropriate resources for pupils with SEND. Delegated funding for pupils with an EHCP is mainly used to pay salaries for staff who support these pupils. Other devolved funding is allocated to support the needs of other pupils with SEND. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the SEND pupils. The Local Authority may provide top-up funding if applied for through the High Needs Block Funding Form.

### 6.2 Identification, Assessment and Review

The SEND Code of Practice (2015) puts class teachers at the heart of pupil progress and identification of need through a diagnostic graduated approach.

Reception class teachers and the SENDCo liaise with feeder nurseries and pre-schools to ensure that the needs of all pupils with identified SEND are known prior to entry.

All pupils are assessed at regular intervals throughout the academic year. Where progress is slow, the first response is high quality, targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with a pupil causing concern are alerted to emerging difficulties and measures are taken to support the pupil's needs. The class teacher records and monitors the interventions, adjustments and steps taken to secure progress as part of a high quality first teaching approach. Advice and support from the SENDCo may be sought at this stage and a Targeted Support Plan may be created for the pupil.

High quality teaching that is differentiated appropriately for individual pupils is the first step in responding to pupils who have or may have SEND. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny, pupil voice, learning walks and the performance management process. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The SENDCo evaluates the information provided and additional advice may be offered. Further information is gathered via a discussion with the pupil and parents/guardians. Monks Risborough Primary School recognises that parents/guardians know their child best so we ensure that their views are listened to and understood. Additional assessments may be carried out by the SENDCo, which could include requesting a specialist assessment by an external professional. When considering whether special educational provision is required, a desired outcome will be determined. This will include the expected progress and attainment of the pupil, alongside the views and wishes of both parents/guardians and pupils.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern,
- Low entry profile,
- Low Foundation Stage profile,
- A pupil's lack of progress despite receiving quality first teaching and a differentiated curriculum,
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age,
- Requiring greater attention in class due to behavioural/learning difficulties,
- Requiring specialist material/equipment or support for sensory/physical problems,
- Diagnosis by a medical professional,
- Assessment reports provided by external agencies e.g. Paediatrician, Speech and Language therapist (SALT), Occupational Therapist (OT), Physiotherapy.

If the SENDCo and Headteacher, along with involved external professionals, agree that a pupil has a special educational need, the pupil's name will be added to Monks Risborough Primary School SEND Register after discussion with the parents/guardians and if the parents/guardians agree.

Following the identification and assessment process, the SENDCo will arrange an information gathering meeting with any outside agencies, the class teacher, parents/guardians and pupil, to consider a range of teaching approaches and interventions to reduce barriers to learning and to support pupil progress. A SEND Support Plan will be compiled by the class teacher with support from the SENDCo.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (2015). Regular monitoring and recording of progress against the outcomes are the responsibility of the class teacher, supported by the SENDCo. A consultation meeting between the parent, class teacher and SENDCo will be convened three times during the academic year to review the SEND Support Plan.

SEND support consists of a four – part process: Assess, Plan, Do and Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The four key actions are:

- **Assess -** The class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEND support.
- **Plan** - Parents must be notified wherever it is decided that a student is to be provided with SEND support.
- **Do -** The class or subject teacher should remain responsible for working with the child on a daily basis and retains responsibility for the pupil's learning and progress.
- **Review** - The effectiveness of the support should be reviewed against the short-term and long-term outcomes specified in a pupil's SEND Support Plan or Education, Health and Care Plan (EHCP) in line with an agreed date.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents/guardians may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND Support Plans are held three terms a year and led by the class teacher and SENDCo. They provide an opportunity for parents/guardians to share their concerns and, together with the child, teacher and SENDCo agree aspirations for the pupil.

### 6.3 The kinds of SEND that are provided for

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

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

- Communication and interaction: Autistic Spectrum Disorder, Speech, Language and Communication needs,
- Cognition and learning: Specific Learning difficulties e.g. dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder,
- Sensory and/or physical needs: Visual impairments, Hearing impairments, Multi-sensory impairments, Physical disability, Epilepsy.

### 6.4 Referral for an Education, Health and Care Plan

If a pupil fails to make expected progress, despite high quality targeted SEND support equating to 13.5 hours per week or £6,000, the SENDCo may request High Needs Block Funding to finance additional support in the short term. Alternatively, if a pupil has lifelong or significant difficulties, the school or parents/guardians may consider requesting a statutory assessment by the Local Authority for an Education, Health and Care Plan (EHCP). This will occur where the complexity of need requires a multi-agency approach to assess the pupil's needs, to plan provision and identify resources required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The appropriate forms, demonstrating evidence of action taken by the school, will be completed in partnership with the SENDCo, parents/guardians, pupil, class teacher and anyone else involved in working with the pupil, and submitted to the Local Authority.

The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents,

- Teachers,
- SENDCo,
- Social Care,
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

**6.5 Education, Health and Care Plan (EHCP)**

Following Statutory Assessment, an EHC Plan will be provided by Buckinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/guardians will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/guardians and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Only a very small proportion of pupils require an Education and Health Care Plan (EHCP). These pupils are likely to have severe or complex needs that require more specialist advice and support.

**6.6 Managing pupils needs on the SEND register**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment,
- Some group or individual support, which may involve small groups of children working in a quiet, adult supported space outside the classroom for a short period,
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness,
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents will be invited to meet regularly with the class teacher and if appropriate the SENDCo and they will have specific time slots to discuss the child's SEND Support Plan or Education, Health and Care Plan (EHCP) and progress on a termly basis.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/guardians.

**6.7 Annual Reviews**

For pupils with an Education and Health Care Plan (EHCP), an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

**6.8 Criteria for exiting the SEND register**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents/guardians need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### 6.9 Supporting pupils with medical conditions

Where pupils with SEND also have medical needs, their provision is planned and coordinated through the pupil's SEND Support Plan, EHCP, or Individual Healthcare Plan. Monks Risborough Primary School gives regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'. Further information is available in Monks Risborough Primary School's 'Supporting Pupils in School with Medical Needs' policy.

## 7. Curriculum Access and Inclusion

Monks Risborough Primary School strives to be an inclusive school, creating a sense of community and belonging through its:

- Inclusive ethos,
- Broad and balanced curriculum for all pupils,
- Systems for early identification of barriers to learning and participation,
- High expectations and suitable targets for all children.

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Pupils are equipped to select their own level of challenge - a selection of challenges are provided by the teacher.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a Teaching Assistant or the SENDCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development. At Monks Risborough Primary School, we aim to respond to the needs of each individual child with SEND. In some instances, the classroom area is modified to allow access to a specific user. This may include specific seating or table adjustments, use of writing slope or a designated work area with items and equipment for the use of the child with SEND needs.

## 8. Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the subject co-ordinators and SENDCo,
- Analysis of pupil tracking data and test results:
  - For individual pupils,
  - For cohorts,
- Achievement and progress data for pupils on the SEND register on a half-termly basis,
- Termly monitoring of procedures and practice by the SEND governor through the full LA Governor's Meeting,

- School self-evaluation,
- The Governors' Annual Report to parents/guardians, which contains the required information about the implementation and success of the SEND Policy,
- The school's annual SEND review, which evaluates the success of our policy and sets new targets for development,
- The School Development Plan (SDP), which is used for monitoring provision in the school,
- Visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision,
- Frequent meetings of parents/guardians and staff, both formal and informal, to plan provision maps and targets, revise provision and celebrate success.

### 8.1 Arrangements for complaints

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the Head Teacher directly.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head Teacher and follow the Buckinghamshire LA procedure in the first instance. Parents may also contact the Governing Body.

### 8.2 Staff Development

The school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole school INSET, training sessions for Teaching Assistants and lunchtime supervisors, SENDCo and Teaching Assistant group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

## 9. Partnership Within and Beyond the School

### 9.1 Partnership with parents/guardians

Our school believes that good communication between parents/guardians and staff is essential so that parents/guardians can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents/guardians to discuss their child's needs, progress and strengths at Parents' Evenings and Special Needs Review meetings with the SENDCo. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents/guardians are involved in any strategies instigated, and we aim to support parents/guardians with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information is available for parents/guardians of children with learning difficulties/disabilities in school through the 'Buckinghamshire Local Offer' on our school website. Parents have the right of access to records concerning their child.

### 9.2 Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. These support services are consulted after discussion with the Headteacher or SENDCo, and with the full agreement of parents/guardians. For assessment and advice from most of these services a request form must be filled in first, and then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

### 9.3 The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Monks Risborough Primary School, we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

### 9.4 Links with other schools and transfer arrangements

**Transfer and links with other schools**

- SEND action records are transferred following county procedures,
- There are opportunities for all pupils to visit their prospective Secondary School,
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation. This is arranged through the Transfer Team,
- Representatives from local secondary schools are available for consultation before the time for transfer,
- For pupils with a statement of SEND, the pupil's statement 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/guardians' views and preferences and the response to consultation by the LEA with the schools concerned,
- The SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named,
- Representatives from most local schools visit our school to meet the Year 6 teacher and the pupils that have places at that school - before transfer.

**Transfer within the school**

- Teachers liaise closely when pupils transfer to another class within the school,
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress,
- There are close links between the school and the pre-school; SENDCo meets teaching staff to discuss pupils with SEND Support Plans or EHC Plans when they are about to start school.

**Monitoring and Review**

The implementation of this policy will be monitored by the SEND Governor, Rui Pestana, who can be contacted through the school office. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually.