



# INCLUSIVE LEARNING FEDERATION

**Bradwell Village School  
Priory Common School  
Romans Field School**

## **SEND & Inclusion Policy**

**Written by:** Heads of School & Executive Headteacher

**Date:** September 2022

**Approved by:** Full Governing Body

**Date:** 21 March 2024

**Last reviewed on:**

June 2023

**Next review due by:**

September 2025

## 1. Aims

Our SEND policy and information report aims to:

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

## 2. Our provision for pupils with SEND

In developing our provision for children with SEND we:

- value all the pupils in our school equally, regardless of their abilities and behaviours;
- ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- work in collaboration with other professionals and agencies who can support special needs in school;
- believe that it is the responsibility of all teachers to identify and meet the individual needs of pupils, making reasonable adjustments as necessary to ensure access to the whole curriculum. In this they can draw on the resources of the whole school;
- identify pupils with SEND with regard to the code of practice and Milton Keynes LA guidelines in order to provide appropriate provision;
- provide high quality support to ensure that all needs are met;
- maximise the opportunities for pupils with special educational needs and disabilities to join in with all the activities of the school, again making reasonable adjustments where necessary to ensure this;
- value children's efforts and contributions in order to foster self-esteem and confidence;
- give consideration of SEND across all curriculum areas and all aspects of teaching and learning;
- are aware of, and respond to, the special needs and disabilities of every child we teach;
- believe special educational provision is more effective if pupils and parents are fully involved;
- seek the views of the child and parent/carer and take them into account.

## 2. Legislation and guidance

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

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

## 3. Definitions

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

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or

- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

## **4. Roles and responsibilities**

### **4.1 The Inclusion Lead**

The Inclusion Lead/SenCo is Lorraine Gray for Priory Common, Tracy Branch for Bradwell Village and Steve Tysom for Romans Field.

They Inclusion Lead/ SenCo will:

- work with the Head of School, Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;
- work with the executive headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date.

### **4.2 The SEND governor**

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- work with the Head of School, Executive Headteacher and the Inclusion Lead/SenCo to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The Head of School**

The Executive Headteacher will:

- work with the Inclusion Lead/SenCo, Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **4.4 Class teachers**

Each class teacher is responsible for:

- 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;
- working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow this SEND policy.

## **5. SEND information report**

### **5.1 The range of SEND that are provided for**

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

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- moderate learning difficulties;
- medical difficulties which impact on learning.

## 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

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

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

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

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

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behavior;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents/carers;
- the pupil's own views;
- advice from external support services, if relevant;
- a completed FACT and FACT+ (where appropriate);
- a completed Strengths and Difficulties Questionnaire (where appropriate);
- a completed Boxall Profile (where appropriate);
- a pupil's individual support plan (where appropriate).

All assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

We will arrange extended transition arrangements for pupils who may find the transfer to another setting difficult.

### **5.6 Our approach to teaching pupils with SEND**

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions (as appropriate):

- Adapted Curricula
- personalised timetables;
- Sensory or Calm areas
- speech, language, and communication sessions;
- gross and fine motor development sessions;
- therapies including individual counselling;
- support with personal care;
- behaviour management strategies;
- booster sessions;
- targeted academic interventions;
- individualised provision in our Rainbow Room;
- sensory experiences;
- PECS (Pictorial Exchange Communication System);
- Read Write Inc.
- Adapted or specialised resources

### **5.7 Adaptations to the curriculum and learning environment**

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

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- adapting our resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions and to support children with SEND. Each year group has a Teaching Assistant who work closely with the class teachers to form the year team.

We work with the following agencies to provide support for pupils with SEND:

- Local Authority Specialist Teacher Team
- Local Authority SEND Team
- Romans Field School
- NHS SALT
- Educational Psychologists

- CAMHS
- Local GPs
- Occupational Therapists
- Therapists

### **5.9 Expertise and training of staff**

Staff receive training as required in order to support the diverse needs of the pupils. Recent training has included speech, language and communication, Read write inc, team teach, PECS, behaviour management, understanding autism, understanding challenging behaviour and mental health.

Our Inclusion Lead is experienced in working with children with Special Educational Needs and has worked in a special school.

We use specialist staff for supporting the pupils' gross motor skill development, speech, language and communication and the local authority's specialist teacher team for children with SEMH and autism.

### **5.10 Securing equipment and facilities**

Equipment is purchased as required for specific children and depends on their individual needs. Specialist equipment currently include ear defenders, work stations, changing facilities, trampette, PECS cards, software linked to the whiteboards, games and sensory equipment. Specific equipment and facilities are detailed on the individual child's documentation e.g., EHCPs, Individual Support Plans, Plan, do and review sheets.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions on a half termly basis;
- using pupil questionnaires;
- monitoring by the Inclusion Lead;
- using provision maps to measure progress;
- holding annual reviews for pupils with EHC plans.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Providing that we are able to staff our extra-curricular activities and school visits appropriately for the specific needs of the pupils these are available to pupils with SEND.

All pupils are encouraged to engage in the full educational and extra-curricular provision.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has an accessibility plan which details how we are working to provide access for children with disabilities and can be found on our website.

Our admission arrangements are managed by the local authority. Through liaison with the Local Authority, we are able to identify the specific needs of individual children in order to provide an effective and appropriate education for children with disabilities.

We make every effort to prevent disabled pupils from being treated less favourably than other pupils by determining need through our home visits, meetings with parents and other agencies involved in the child's care and support. Whenever appropriate, we will produce, with the support of the parent/carer, a support plan and health care plan for the individual child which will be shared with all staff.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- pupils with SEND, whenever possible, are encouraged to participate in all aspects of school life including our breakfast club and after school clubs;
- pupils with SEND are also encouraged to take part in the lunch time activities and the after-school sessions to promote teamwork/building friendships etc.;
- we have a zero-tolerance approach to bullying;
- identified pupils have an individual support plan;
- identified pupils have identified interventions.

#### **5.14 Working with other agencies**

Prior to entry in Early Years, our transition arrangements include home visits and visits to individual children's pre-school settings in order to develop a good understanding of the children's needs. Files received from previous settings are read and if required contact will be made with an individual's previous setting. Reports from other agencies are shared on a need-to-know basis and each teacher maintains a SEND file. Children with identified child protection needs have a further file which is maintained securely by the DSL. Agencies with whom we work on a regular basis include SALT, social workers, the LA's specialist teacher team and the LA's SEND team. Other specialists include the Educational Psychologist and the MASH team.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher or the Inclusion Lead in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEND**

For further support, we signpost parents and carers to SENDIAS.

SENDIAS – MK Special Educational Needs and Disability Service is a statutory service offering confidential and impartial information, advice and support to children, young people and their parents in Milton Keynes who have special educational needs or a disability, between the ages of 0-25, where this is impacting upon their education. Their extended remit now covers health and social care where this relates to SEND and education. Opening times are 9.30-4.30 Monday to Friday.

SENDIAS contact details – Civic Offices, Saxon Gate East, Central Milton Keynes, MK9 3EJ, Tel: 01908 254518, email: [mksendias@milton-keynes.gov.uk](mailto:mksendias@milton-keynes.gov.uk)

#### **5.17 Contact details for raising concerns**

If pupils or parents/carers have concerns, they should contact their child's class teacher or the Inclusion Lead in the Child's school by phone or email. The Federation school contact numbers are: Romans Field School – 01908 376011, [info@rfs.ilf.education](mailto:info@rfs.ilf.education), Priory Common School - 01908 321646 and email address [office@pcs.ilf.education](mailto:office@pcs.ilf.education). Bradwell Village School's number is 01908 318088, [admin@bvs.ilf.education](mailto:admin@bvs.ilf.education).

#### **5.18 The Local Authority Local Offer**

Our contribution to the local offer can be found in our SEND Information Report which is available on the school's website.

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Executive Headteacher and the Governing Board **every 2 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility Plan.
- Behaviour Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Health And Safety Policy
- Equality And Diversity.
- Supporting Pupils with Medical Conditions Policy

### **Review**

This policy is reviewed every 2 years.