

Special Educational Needs Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was agreed by the Governing Body– **January 2026**

The policy is to be reviewed by – **January 2027**

(Copies of this policy are available for staff, parents, visitors and
volunteers on request from the school office)

Contents:

1. Aims	Page 1
2. Legislation and guidance	Page 2
3. Definitions	Page 2
4. Roles and responsibilities	Page 2/3
5. SEN information report	Page 4/5
6. Monitoring arrangements	Page 12
7. Links with other policies and documents	Page 12

1. Aims

Our SEN policy and information report aims to:

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

This document is drawn up in accordance with the Code of Practice and acknowledges the guidance therein. Drayton Parslow, Mursley and Swanbourne School believe that all children have the same right of access to the curriculum. Provision for children with Special Educational Needs is an integral part of the Schools planning and is therefore the responsibility of all our staff. The governors of the schools are committed to the notion of Special Needs across the curriculum.

Our Aims:

- To deliver a broad, balanced, relevant education as a right for all children at Drayton Parslow, Mursley CE and Swanbourne CE School.
- To ensure that age, gender, race, creed or individual needs do not constrain any educational entitlement to the appropriate curriculum.
- To assist all staff in the delivery of educational entitlement.
- To encourage parents as partners in the learning process for their children.
- To develop, in all children, self-confidence, self-esteem and respect for others.
- To provide thoughtful, sympathetic assessment and testing for the benefit of all children.
- To accommodate different learning styles by providing a range of teaching techniques.
- To recognise notable achievement by all children.
- To nurture our children, within a supportive Christian environment, so that they are happy, confident and well-rounded individuals.
- To work in partnership with our school families and our local community, and to value pupils voice.
- To inspire our children with a rich and deep curriculum, designed for them, where the arts, physical education and music are championed.
- To support our children to become independent, resilient and self-motivated learners by creating an environment where they have the freedom and confidence to take risks.
- To develop our children as global citizens, who share responsibility for the natural world, and feel empowered to make positive changes.

Our Ethos:

Our Schools are at the heart of their village communities, providing happy, safe and stimulating environments rooted in Christian values. We encourage our children to become independent, resilient and self-motivated learners to enable them to grow in self-esteem, achieve success and flourish as confident, well-rounded individuals in the rapidly changing world. Working together with our parents, we nurture each child's potential. Promote a lifelong love of learning and we value the impact of emotional health and wellbeing. We recognise the role of all pupils, staff, parents and stakeholders for promoting emotional health and well-being. We strive for excellence and enjoyment in all that we do. We use the World Health Organisation's definition of mental health and wellbeing "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". We implement the Special Educational Needs policy with the emotional health and well-being of children and staff at the core of what we are working towards.

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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 the 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 SENDCO

The SENDCO is Rebecca Chapman-Hill senco@threeschools.org

They will:

- Work with the headteachers and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 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 SEN up to date

4.2 The SEN governor

The SEN governor is Ethan Johnstone-Wilson

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the requirements of the Code of Practice. The SENDCO and the SEND Governor meet termly to share updates and discuss any actions taken by the school.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher is David May

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow the SEN policy

4.4 Teaching Assistants

Teaching Assistants (TAs) work as part of a team with the Headteacher, SENDCO and the teachers, supporting children's individual needs, and helping with inclusion of children with SEND within the class.

They play an important role in implementing interventions and provision and monitoring progress. They can contribute to review meetings and help children with SEND to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with SEND.
- Have read through the SEN Support plans and APDR to ensure that they understand the child's needs and the provision in place to support them.
- Liaise with and support the teachers in providing interventions for the children in their class.
- Use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.

5. SEN information report

5.1 The kinds of SEN 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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Identification, Assessment and Review Procedures:

- i. Children who enter school with special needs already identified will have their needs addressed immediately.
- ii. Children undertake a baseline assessment while in the Reception class. The results of this will inform where additional support may be required.
- iii. We use a range of tests in school to support identification of children with SEN in order to provide the most appropriate intervention including Dyslexia and Dyscalculia screening tools. We also use Infant Language and Speech link in KS1 to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team.
- iv. Teachers' every day assessments and observations will identify any children with difficulties.
- v. Children will also take part in Statutory and voluntary tests to aid the identification process.

When a teacher has a concern about a child they will then monitor the child, appropriately differentiating the work within the class environment. At this point the child is not considered as having special needs. If the child does not make satisfactory progress then the SENDCO and head teachers will be consulted.

At this point the parents will be consulted and the child will be placed on the special needs register. Once a child has been identified with Special Educational Needs they will be put on a provision map which outlines the difficulties of the child and identifies 'SMART' targets for them to work towards and how we aim to achieve them.

The targets will be short and focused enabling success to promote good self-esteem. Children's progress will be reviewed formally termly. Class teachers will review the provision map with the child and parents. The children's targets will be constantly reviewed adding to each of them when they have been achieved.

If the child continues to make unsatisfactory progress then it may be necessary for the class teacher to gain advice from an outside agency by attending training or an LA advice session in order to further support the child.

If the gap between the child and his/her peers continues to widen then parents and/or school may decide to apply to the Local Authority for an Educational Health Care Plan. This can only be applied for when evidence has been collected and submitted to the LA over a period of 2 terms.

Children who have received an Educational Health Care Plan will also have an annual review. These will involve all parties including outside agencies. This ensures that the plan is being implemented correctly and can identify any changes necessary.

In some cases, if a child is seen to have improved and is making the progress we would expect for their age then a discussion will take place with the class teacher, head teacher, SENDCo and parent before removing the child from the SEN register. An agreed timeframe of two terms will be given to monitor this change in the child before removing them from the register. Parents will be informed. This decision will be made by the school.

5.3 Consulting and involving pupils and parents

Partnership with Parents/Carers:

The school strives to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging 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
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing outcomes for all children, in particular, those not making expected progress and, for some children identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these outcomes
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Bucks and MK Local Offer and any useful external resources and websites.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Enquiries about an individual child's progress should be addressed at first to the child's class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Chapman-Hill at senco@threeschools.org

Involvement of children:

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of success criteria.

We endeavour to fully involve all children by encouraging them to:

- recognise their own strengths and weaknesses and communicate what helps them
- share in individual target setting so that they know what their targets are and why they have them,
- self-review their progress and set new targets.

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 SENDCO 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment 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, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The children in KS1 have two 'moving up' mornings, where they move up to their next class and teacher. The teacher plans introductory tasks so that the children become more familiar with their surroundings and the rules and boundaries of their classroom; this also provides the teacher the opportunity to do an initial assessment of need.

Some children on the SEN register may benefit from an additional visit to the school. Social stories can be provided for the child to use over the Summer holidays to help them familiarise themselves with their new school environment and class teacher.

5.6 Our approach to teaching pupils with SEN

In order to help children who have SEND, we will adopt a graduated approach that encompasses an array of strategies. This approach recognises that there is a continuum of SEN and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

However, other than in exceptional cases, we will make full use of all available classroom and school resources before calling upon outside agencies. In many cases 'internal' action will result in the child's barriers to learning being resolved.

It is essential that parents and the child are fully aware and part of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Parents should also be involved in the review of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning the next steps.

Stage 1 - Good quality first teaching - inclusion of all children using differentiated teaching and learning. Staff will refer to section one of the Ordinarily Available Provision booklet provided by the LA SEN team. Booster level support in groups or 1:1. Intention is for children in these groups to meet national expectation.

Children at this stage are not on the SEN register although some SEN children may take part in these groups. They form part of class provision mapping.

Stage 2 (SEN support) - Focused teaching activities including support from Specialist Teaching Services. Additional to / or different from what is provided to everyone else. Further suggestions can be found in section two of the Ordinarily Available Provision booklet.

Stage 3 (SEN support) – as above, collecting evidence for a statutory assessment

Stage 4 (EHC) – Education Health Care Plan in place

5.7 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis and within small groups when required.

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

The schools work with outside support services, including health and social care to meet the needs of children with SEND and their families. These include:

- Specialist Teaching Service to support children with Autism, Visual Impairment, Hearing Impairment, Physical Disabilities, Downs Syndrome, Speech and Language needs
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education Welfare Officers
- Counsellors
- Play therapist
- Learning mentor
- County SEN Team

We will always contact parents before involving specialist SEN services.

5.8 Expertise and training of staff

Our SENDCO has over 10 years experience in this role and has taught both KS1 and KS2 across The Three Schools.

They are allocated 3 days a week to manage SEN provision.

We have a team of teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

For the current cohort of children in the last academic year, staff have been trained in ASD, PACE, speech and language.

We use specialist staff for pastoral support including play therapy and counselling.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of interventions termly.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress which are reviewed termly.
- Holding annual reviews for pupils with an Education Health Care Plan.

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

All of our children have equal access activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them.

No child is excluded from a trip because of SEN, disability or medical needs.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

5.11 Admission arrangements for disabled pupils

For arrangements for the admission of disabled pupils please refer to the school's accessibility and admission policy.

5.12 Support for improving emotional and social development

A child's Social Emotional and Mental Health can impact on a child's behaviour. If a child shows consistent unwanted behaviours, the class teacher will discuss with the Headteacher and if necessary seek advice and support from the SENDCO about ways to support these behaviours.

Suitable strategies will then be implemented and monitored and reviewed for impact. Children may be put onto a behaviour support plan and if behaviour is extreme the school may be supported by the Aylesbury Pathways Child Referral Unit.

If parents and school are concerned that the child may have mental health needs, we may sign post parents to CAMHs where these needs can be discussed and a referral made if necessary.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

5.13 Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND children and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

5.14 Compliments, Concerns and Complaints

If there are any compliments, concerns and complaints relating to the provision for children with SEND these will be dealt with by the Class teacher, SENDCO and Headteacher if required. The Governor with specific responsibility for SEN or chair of Governors may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (please refer to the schools Complaints Procedure 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

5.15 Contact details of support services for parents of pupils with SEN

<https://familyinfo.buckinghamshire.gov.uk/> - this will take you to the Bucks County local offer for advice and support for children and young people aged 0-25 years.

Mental Health Support:

www.youngminds.org.uk - A website offering support for adults and children.

Young Minds Parent Helpline: 0808 802 5544 9.30am-4pm Monday - Friday

www.counselling-directory.org.uk/county/buckinghamshire - A directory of local counsellors.

<https://www.annafreud.org/> - National Centre for Children and Families with lots of resources and advice.

<https://www.oxfordhealth.nhs.uk/camhs/bucks/spa/>

CAMHS Single Point of Access (SPA) Tel: 01865 901951 - Gateway to Bucks CAMHS - There is no referral criteria and the team will aim to support anyone seeking mental health support for any young person up to their 18th Birthday.

<https://parents.actionforchildren.org.uk/> - Down to earth parenting advice

<https://bucksmind.org.uk> - Crisis Support and Bucks Mind Guide (a new directory of services, apps and other help available to anyone who is worried about their mental health).

ASD support and advice:

<https://autism-bucks.charity> - This site aims to inform, guide, enable and empower adults with autism and their families.

<https://autism.org.uk> - Autism Service Directory

<https://autismlinks.co.uk> - A website helping to create vital links with services and resources in your local area.

<http://www.nasbranch.org.uk/aylesburyvale> - The National Autistic Society Aylesbury Vale branch - providing activities for autistic children, adults and families.

<https://familyinfo.buckinghamshire.gov.uk/send/autism-toolbox-parents-and-carers/support-after-diagnosis/> - A website which provides information on the Autism Toolbox which brings together advice, local support, services and resources for parents and carers of autistic children. Whether the child has an autism diagnosis or not this toolbox will:

- support you in a variety of situations you may not have faced before
- make you feel more comfortable dealing with autistic behaviour
- help you make sure that your child with autism feels happy, confident and loved

It also has links on how to proceed with obtaining an autism diagnosis and offers support once you have one e.g. links to parent courses from 5-18years.

5.16 Contact details for raising concerns

Please refer to the schools Complaints Procedure Policy which can be found on The Three Schools website.

<https://the-threeschools.secure-primariesite.net>

5.17 The local authority local offer

The Local Offer The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It is also a resource which the SENDCO and teachers may access for advice and recommendations on ways forward for a child. It includes provision from birth to 25, across education, health and social care. We are a Bucks school in the area of MK so access to The Bucks or MK local offer is dependent on the child's place of residence. The links to both are below:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

These links can also be found on the school website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Headteachers annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.

7. Links with other policies and documents

This policy links to the following documents:

Accessibility plan

Positive Behaviour policy

Anti-Bullying policy

Equality information and objectives

Supporting pupils with medical conditions policy