

BURFORD SCHOOL



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Date policy adopted by Governing Body: September 2025	Date of next review: <i>September 2026</i>
This policy will be subject to review every year by the Governing Body or more frequently in the light of changes in legislation.	

CONTENTS

A SCHOOL ARRANGEMENTS

1. Definition, aims and objectives
2. Roles and responsibilities
3. Admissions arrangements
4. Specialisms and special facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Arrangements for complaints

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with parents/carers
2. The voice of the pupil
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

General Statement

This Special Educational Needs and Disabilities (SEND) Policy has been approved by the staff and governors of the school. Burford School believes that all pupils should receive a broad and balanced curriculum, relevant to their individual needs. To achieve this intent, we use different methods and tools to present learning opportunities to pupils and carefully scaffold their learning to match individual needs. We believe in Inclusive Quality First Teaching (IQFT) for all pupils and encourage the use of different methods and tools to present learning opportunities to pupils and to differentiate the tasks and outcomes to match individual needs, thereby reducing the need for specialist support. Whilst we aim to reduce the need for specialist support, Burford School recognises that there will still be some pupils that need additional or different provision to be able to access an inclusive education. This policy has been written to reflect the SEND Code of Practice 2015, the Children and Families Act 2014, Equality Act 2010 and Education Act 2011.

A SCHOOL ARRANGEMENTS

A1. Definition, Aims and Objectives

Definition of SEND

At Burford School we believe that all pupils learn in different ways and will have varying rates of learning at different times in their education. A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for them. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils at the same age in Buckinghamshire schools, or a disability that makes it hard for them to access the learning within the school environment. Special educational provision means provision that is additional to our universal offer of Inclusive Quality First Teaching (IQFT) and integral school support as outlined on Buckinghamshire Council's Local Offer (2025).

Aims and Objectives

- Ensure implementation of government and Local Authority (LA) SEND recommendations.
- Guide and support all school staff, governors and parents/carers in SEND issues to ensure the SEND Policy is implemented consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to the National Curriculum so that success can be achieved.

- Recognise, value and celebrate all pupils' achievements.
- Work in partnership with parents/carers for the benefit of the pupil by informing them how SEND provision at Burford School is organised, how it supports their child's education and how SEND is identified, managed and provided for at all stages of the pupil's development.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and review of provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- Monitor and review all pupil progress across the curriculum using tracking systems and termly assessment tests to ensure that any problems are identified at an early stage, assistance provided and progress is managed.
- Establish and maintain close collaborative links with outside agencies and support services to access specialist skills.

A2. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole as per the SEND Code of Practice (2015). It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

a) The Governing Body

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the school's general policy and approach to provision for pupils with special educational needs and disabilities - it maintains a general overview and has appointed a representative (the SEND Governor) who takes particular interest in this aspect of the school.

Governors must ensure that:

- they are involved in the development and monitoring of the school's SEND Policy, and that the school as a whole will also be involved in its development
- the necessary provision is made for any pupil with SEND and that staffing, Continuing Professional Development (CPD) and funding arrangements are put in place
- the procedures for monitoring and measuring all pupils are in place and used consistently by all teachers to ensure early identification and support of pupils who may require higher needs level support

- the quality of SEND programmes and initiatives is regularly monitored to measure quality and ensure continuous improvement
- parents/carers are notified if the school decides to make SEND provision for their child
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they are fully informed about SEND issues, so that they can play a major part in school self-review and continuous improvement plans
- they report to parents/carers on the success of the implementation of the school's SEND Policy through the Governors' Annual SEND Report to Parents
- they have regard to the requirements of the SEND Code of Practice (2015).

b) The Headteacher

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Governing Body informed about SEND issues
- working closely with the SENDCo
- applying for reasonable adjustments to the Secondary Transfer Tests, when requested by parents/carers, in collaboration with the SENDCo and Assessment Lead.

The Headteacher also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND Policy and the effects of inclusion policies in the school as a whole.

c) The Special Educational Need and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND Policy
- the deployment of all special educational needs personnel within the school
- preparation of an Annual SEND Information Report and updating the Local Offer and school website in line with statutory requirements
- co-ordinating the provision for pupils with SEND and ensuring that an agreed, consistent approach is adopted

- helping staff to identify pupils with special educational needs through the use of SENDCo Observations and follow-up discussions and regular monitoring of year group provision maps
- supporting class teachers so they are able to devise strategies to best support pupils, create Individual Provision Maps and SEND Support Plans (where necessary), and set SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets/objectives appropriate to the needs of the pupils
- advising class teachers and teaching assistants (TAs) on appropriate resources and materials for use with pupils with special educational needs, and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- arranging external specialist assessment and support programmes, ensuring that recommendations and advice are shared and implemented, and providing a link between these external agencies, class teachers and parents/carers
- applying for Exceptional Higher Needs Block Funding (HNBF) and Education, Health and Care Needs Assessments (EHCNAs) where required in collaboration with the class teacher
- organising and holding Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, for example, class-based assessments/records, end of year tests, SATs
- in association with the Inclusion lead, monitoring the intervention programmes being delivered to pupils with SEND to determine impact of the intervention
- contributing to the in-service training of staff
- managing TAs who support those pupils with SEND
- managing the termly review meetings of pupils with SEND
- updating the SEND register with details of individual needs and circulating this information to each class together with appropriate teaching strategies (please note: pupils who have an Individual Provision Map will **not** be added to the SEND register, but will be recorded on the school's monitoring register)
- liaising with the Assessment Lead to ensure appropriate access arrangements are put in place for pupils with SEND
- making applications for specialist school placements, as required
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- undertaking regular training to ensure the school keeps abreast of the latest developments, thinking, procedures and expertise in relation to SEND.

d) Class Teachers

Class teachers are responsible and accountable for:

- the progress and development of all pupils in their class, including those who access support from teaching assistants or specialist staff, including pupils with SEND
- setting clear SMART progress targets for all pupils with SEND that focus on their potential to achieve at, or above, age-related expectations
- liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom
- monitoring and tracking all pupils' progress to assist in the early identification of learning difficulties to enlist active help and to ensure parents/carers are informed
- noting any additional provision given to pupils outside Inclusive Quality First Teaching on an Individual Provision Map (IPM)
- providing feedback to parents/carers as to how a pupil is progressing towards their long- and short-term objectives
- formally reviewing and updating Individual Provision Maps and SEND Support Plans termly with parents/carers
- ensuring midday supervisors and any other relevant adults are given necessary information relating to the needs of pupils
- the day-to-day operation and management of SEND interventions in their class, ensuring that baseline assessments are carried out, interventions are planned, SMART targets are set and evidence is collected so that progress and impact can be reviewed
- raising concerns with the SENDCo (as necessary) so that an observation of a pupil can be made (for example, when a pupil does not make progress in spite of Inclusive Quality First Teaching and when other interventions have been implemented)
- collaborating with the SENDCo to prepare applications for additional funding to support a pupil with SEND
- preparing a formal report on the progress of a pupil with an EHCP against objectives/outcomes, for discussion at an Annual Review
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND.

e) Teaching Assistants

TAs work as part of a team with the SENDCo and the class teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing SEND Support Plans and monitoring progress.

TAs are responsible for:

- supporting the individual needs of pupils
- helping with the inclusion of pupils with SEND within the class
- implementing and managing the interventions and/or materials prepared by the teacher/SENDCo/specialist outside agency
- monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies
- ensuring that recommended or requested learning support aids and programmes are utilised and delivered appropriately and consistently
- keeping records of what has been achieved, to enable effective evaluation which will inform future planning
- contributing to review and planning meetings regarding successes and concerns, including IPMs, SEND Support Plan Reviews, and EHCP Reviews.

f) Midday Supervisors

Midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the class teacher or SENDCo in relation to behaviour management and other issues for particular pupils.

A3. Admission Arrangements

Burford School strives to be a fully inclusive school. It acknowledges the range of issues that must be taken into account in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent/carer wishes to have mainstream provision for a pupil with an EHCP the school must take reasonable steps to ensure that it is suitably equipped and able to meet the pupil's needs unless this is incompatible with the efficient education of other pupils.

Some provision for individuals is funded by the LA under an EHCP, but most is funded from the overall school budget. It must be recognised that unfortunately budgets and specialist availability are limited and therefore, cannot always be provided in short timescales.

A4. Specialisms and Special Facilities

At Burford School:

- teachers are experienced in teaching pupils with SEND, and additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- adapted teaching resources are used to ensure access to the curriculum
- 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 adapted our buildings to incorporate ramps and accessible toilets, ensuring they are useable by pupils with physical disabilities and those using wheelchairs.

B IDENTIFICATION, ASSESSMENT AND PROVISION

B1. Allocation of Resources

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

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for specific learning difficulties and moderate learning difficulties
- other specific funding, e.g. Pupil Premium Grant (PPG)
- 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 EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Burford School follows LA guidance, available on Buckinghamshire Council's Local Offer, to ensure that all pupils' needs are appropriately met.

B2. Identification, Assessment and Review

Burford School follows the guidance of the SEND Code of Practice 2015 and Buckinghamshire Guidelines with regard to the identification, assessment and provision for pupils with Special Educational Needs and Disabilities.

a) Identification and Assessment

The school carefully monitors the progress and attainment of all pupils and quickly identifies those not making adequate progress in line with expectations via the following methods:

- changes in progress or behaviour
- concerns raised by parent/carers or the pupil
- feedback from class teachers
- information from feeder nurseries and pre-schools passed on prior to transfer into Reception
- Year 1 Phonics Screening Test

- regular formative teacher assessments and tests, e.g. spelling tests, mental maths tests
- termly summative teacher assessments and tests, e.g. PiXL assessments
- analysis of end of KS1 teacher assessments
- termly pupil progress meetings with the phase leaders and class teachers to analyse all year groups' data
- referrals from outside agencies
- where relevant, liaison with outside agencies, e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teaching Service.

b) Evaluation and Review

SEND provision is regularly monitored and evaluated by the Assessment Lead SENDCo and the Inclusion Lead. Effectiveness of provision for pupils with SEND is evaluated in the following ways:

- observations of pupils, teachers and TAs
- pre- and post-intervention testing and analysis of the data collected
- analysis of pupil progress data
- comparing value-add data for pupils on the SEND register
- liaison and meetings with parents/carers
- liaison with outside professionals (where relevant)
- monitoring of procedures and practice
- the number of pupils identified on the SEND register
- school self-evaluation processes
- the School Development Plan
- monitoring of procedures and practice by the SEND Governor
- inspection by the LA and Ofsted which enables our provision to be compared to other schools and help identify best practice.

In the light of the findings, the SEND Policy may be revised and amended accordingly.

c) Categories of Special Educational Need

Pupils will have needs and requirements which fall into at least one of four areas, and many pupils will have inter-related needs:

- Communication and interaction:
 - *Speech, language and communication needs*
 - *Autism*
- Cognition and Learning:
 - *Moderate learning difficulties (MLD)*
 - *Severe learning difficulties (SLD)*
 - *Profound and multiple learning difficulties (PMLD)*
 - *Specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia*
- Social, emotional and mental health difficulties:
 - *Attention Deficit Hyperactivity Disorder (ADHD) – Hyperactive-Impulsive, Inattentive and Combined*
 - *Attachment Disorder*
 - *Anxiety Disorders, such as Obsessive Compulsive Disorder (OCD).*
- Sensory and/or physical needs:
 - *Visual Impairment (VI)*
 - *Hearing Impairment (HI)*
 - *Multi-Sensory Impairment (MSI)*
 - *Physical Disability (PD)*

d) Levels of Provision

Individual Provision Maps

A pupil who has been identified as needing extra provision outside IQFT and/or has a learning barrier, but does not need more than 13.5 hours of additional support a week, will be placed on an IPM. This plan outlines the learning barriers a pupil may have and details what provision is in place to best support the pupil. SMART targets are set and reviewed termly. This plan is shared with all adults involved in supporting the pupil to make progress, as well as with the pupil and their parents/carers.

SEND Support Plans

Pupils who have been identified as having a significant learning barrier(s) and require up to, and in excess of, 13.5 hours of additional support each week, will have a SEND Support Plan. A SEND Support Plan outlines any special educational needs a pupil may have, strategies to support them in class and individual SMART targets which have been set by their teachers. Pupils also have the opportunity to share their views by completing the section 'All About Me'. SEND Support Plans should be written in consultation with the parents/carers and should also incorporate advice received from outside agencies. They are reviewed at least three times a year and to achieve this, parents/carers are invited to attend additional meetings. Updated SEND Support Plans are sent home to parents/carers after each review.

Education, and Health Care Plans

If a pupil has complex needs, they may have an EHCP. A formal review (Annual Review) will take place each academic year and Burford School is committed to increasing the involvement of pupils and parents/carers in this process. This includes decisions on how money is spent to fund support and strategic decision making. Parents/carers and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. At the pupil's Annual Review in Year 5, this will also include a transition review from KS2 to KS3. Parents/carers, alongside professionals, will have the opportunity to state their preferred next school, whether that be a mainstream or a special school placement. All paperwork from the Annual Review will be sent to Buckinghamshire Council, to enable their SEND Team to begin the consultation process to find your child a suitable secondary school.

Please refer to Buckinghamshire Council's 'Family Information Service, About the SEND Local Offer' for more information, found here:

<https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/about-local-offer/>

e) Assessment Procedures

The school uses a nationally recognised assessment system in conjunction with the school's Teaching and Learning Policy. Pupil progress is monitored and reviewed termly.

f) Access Arrangements

For internal school termly assessments, the SENDCo and class teacher will discuss if any pupils need alternative arrangements to complete their assessments, this could include: extra time, rest breaks, scribe etc. The class teachers will monitor the extra arrangements given to the pupil so it can be used as evidence for applications to national statutory assessments.

i) Year 1 Phonics Screening Check

If a pupil is identified with a SEND, the phonics screening check can be adapted to reflect normal classroom practice. The SENDCo and Assessment Lead will meet with the Year 1 class teachers to discuss the normal classroom practice procedures. The school does not need to apply for the access arrangements.

ii) Year 4 Multiplication Check

If a pupil is identified with a SEND, the pupil is allowed to have access arrangements, as long as this is normal classroom practice. The check administrators are able to enable access arrangements for the individual children who need it. Whilst enabling the access arrangements, reasons must be given.

iii) End of Key Stage 2 Assessments (SATs)

When a pupil reaches Year 6, their data is analysed by the SENDCo and Assessment Lead and, if necessary, they are assessed for extra support in their End of Key Stage Assessments (KS2 SATs). Any application for access arrangements is submitted to the Department for Education.

B3. Curriculum Access and Inclusion

a) In-Class Support

At Burford School we use different methods and tools to present learning opportunities to pupils and differentiate the tasks and outcomes to match individual needs. Whilst Inclusive Quality First teaching aims to reduce the need for specialist support, we recognise that some pupils will need such provision. At Burford School we aim to complete interventions within the classroom so that children are exposed to all aspects of the learning.

All pupils identified as having a Special Educational Need or Disability that requires provision that is additional to or different from that which is

encompassed by Inclusive Quality First Teaching are given the same opportunities to access to an appropriate curriculum through adaptive teaching. This could be seen as a modified task or a more scaffolded approach with more support to aid the learning of the pupil.

Pupils with Education and Health Care Plans (EHCPs) are supported in class according to the requirements of their EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. The number of hours of additional support stated on a pupil's EHCP does not necessarily mean that the pupil is automatically entitled to 1:1 support in all lessons.

For those pupils who do not have an EHCP, individual in-class support is not routinely offered, but, when deemed necessary, this can be considered and provided. If appropriate, pupils are included in relevant intervention groups. Strategies to support pupils identified with SEND are included on their SEND Support Plan or Individual Provision Maps.

b) Interventions

Burford School has established a variety of additional interventions which can be used to support pupils. Where necessary, all reasonable measures will be taken to provide additional support to those who need it through small group work or 1:1 interventions, within the classroom. Such provision for pupils with SEND is intended to enable them to make the greatest possible progress in their overall personal development, both in terms of the National Curriculum and their emotional and social development.

c) Specialist Mental Health Interventions

Burford School offers two levels of specialist interventions which aim to improve a pupil's mental health. These interventions are Youth Mental Health First Aid (YMHFA) and Emotional Literacy Support.

i) Youth Mental Health First Aid (YMHFA)

This intervention allows pupils to discuss any anxieties and worries they have in a safe space. Pupils will be referred into this intervention by their class teacher. The Wellbeing Team will then triage the referrals and offer the intervention to the pupils who would most benefit from it. The intervention lasts for 6 weeks.

ii) Emotional Literacy Support

This intervention acknowledges that children learn best when they feel happier and their emotional needs are being addressed. This intervention is aimed at pupils who may be experiencing temporary or long-term additional

emotional needs. The sessions will be on an individual basis with one pupil, where the Emotional Literacy Support Assistant (ELSA) is able to tailor and plan the sessions to suit the individual needs of the pupil. Pupils will be referred into this intervention either by the class teacher or after the pupil has completed the YMHFA sessions and the Youth Mental Health First Aider feels they need more specialist, targeted support. The intervention lasts for 6 weeks.

d) Activities Outside the Classroom

Burford School offers pupils a wide variety of extra-curricular activities including day and residential trips off site. We aim to support all pupils to enable them to attend trips and visits and take part in extra activities. A risk assessment will be completed for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the SENDCo, in collaboration with parents/carers and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and wellbeing of all concerned has to be considered as part of this process.

B4. ARRANGEMENTS FOR COMPLAINTS

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. If parents/carers are unhappy with any aspect of SEND provision they should, in the first instance, discuss the problem with the class teacher.

If the matter is not resolved, please heed the GOV.UK advice
<https://www.gov.uk/complain-about-school/sen-complaints> [accessed 05.09.25]

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo).
2. Follow the school's complaints procedure.
3. Complain to your local authority.

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1. PARTNERSHIP WITH PARENTS/CARERS

Parents/carers are important partners in their child's education. All parents/carers are encouraged to discuss any concerns, issues or successes by arranging a meeting with the class teacher at the earliest opportunity. The teacher may observe the pupil further and/or consult with other teachers and the SENDCo before feeding back to parents/carers about their concerns and next steps. If, after consulting with the teacher, parents/carers are still concerned then they are welcome to contact the SENDCo.

When a pupil transfers from one year to the next, records and plans are also transferred to the new teacher so that continuity is maintained. Parents/carers of pupils with SEND are encouraged to arrange an appointment with the new teacher to assist in the handover; however, in the primary setting, when pupils can develop or mature quite considerably over the summer, it is often preferable to wait until the new school year and give the pupil a chance to settle in the new environment and enable the teacher to have some observations to suggest or comment upon. A formal SEND parents' evening will take place around October half term with your child's class teacher. If you would like the SENDCo to attend this meeting, please email the office to arrange a time.

Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Throughout the academic year, Burford School provides multiple opportunities for the parents/carers to discuss the progress of their child with SEND with the class teacher and/or SENDCo. Specific SEND parent/carer consultation meetings are held termly. This is in addition to the Parental consultations held twice a year. SEND parent/carer consultation meetings aim to review SEND targets and discuss the pupil's progress in relation to their SEND Support Plan with the class teacher. Parental Consultations for all children are also held twice a year in the autumn and spring terms with the class teacher to discuss general progress within the class. Parents/carers are welcome to arrange meetings at other mutually convenient times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents/carers with a first language other than English. Buckinghamshire Council provide free support to parents who have a child with SEND through their SENDIAS (Buckinghamshire Special Educational Needs and Disability Information, Advice and Support) program. This service provides a range of support for parents/carers of pupils with SEND at any age or stage about the SEND Code of Practice.

Parents/carers can find further information of how Burford School supports pupils with SEND by referring to the SEND information report which is published on the school's website.

C2. THE VOICE OF THE PUPIL

All pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupils' evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Burford School, we encourage pupils to participate in their learning by:

- contributing to SEND Support Plans, participation in reviews and involvement in deciding targets/objectives (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems
- ensuring pupils with SEND hold the same expectations of themselves as all other pupils within the school.

C3. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Close links are maintained with Local Authority Support Services to ensure that the school receives the relevant expertise and advice in order to make the best possible provision for pupils with SEND.

Burford School will support outside agencies who may be commissioned to assess pupils with SEND and will make reasonable plans and adjustments to accommodate the needs of the pupils and implement suggested strategies in line with the SEND Code of Practice (2015). Where possible, the school will make referrals to the agencies available in line with the LA's SEND offer.

These agencies include, but are not limited to:

- Educational Psychologists
- Specialist Teaching Services (Downs Syndrome, ASD, Physical Disabilities, Communication and Interaction, Cognition and Learning)
- Speech and Language Service

- Occupational Therapy Service
- Social Care
- Pupil Referral Units
- NHS Services, e.g. Physiotherapists, Paediatricians
- Children and Adolescent Mental Health Services (CAMHS).

Please note that, whilst Burford School can support outside agencies that have been privately commissioned by parents/carers in assessing their child, we do not have the funds to financially support parents'/carers' requests for private assessments.

C4. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Effective links exist between Burford School, its feeder pre-schools and nurseries, other local primary schools and secondary schools.

Class teachers and TAs are encouraged to visit our feeder pre-schools and nurseries, especially during the summer term, to meet and assess children who will transfer to the school in September. Staff from the pre-schools and nurseries are also invited to visit the Reception department at Burford School. Where necessary, the SENDCo may also attend visits for children who are already known to have special educational needs or disabilities.

We welcome the teachers and SENDCos from the secondary schools to which our Year 6 pupils are transferring, to meet children and Year 6 teachers to discuss pupils' achievements and needs. Observations may be made on request. Additional transition days are also arranged as appropriate.

SEND records and other relevant documents are passed on to pupils' new schools before September. For pupils with EHCPs, transition arrangements are agreed at the pupil's Year 6 Annual Review which is held in the spring term. Where possible, the SENDCo of the receiving school attends the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named.

All pupils with SEND are supported through the transfer process according to their individual needs. Advice is also provided by the SENDCo regarding suitable secondary schools and the organisation of visits for the parents/carers and the pupil. Transition days can also be arranged when appropriate.

a) Transferring within School

For pupils with an EHCP transferring to a new class, a transition programme is established to take into account the particular needs of the pupil. This may involve completion of an individualised 'passport', participation in social groups which are designed to ease the transition process, and development of social stories. Where appropriate a transition meeting may also be arranged before the end of the summer term with parents/carers, outside agencies working with the pupil and the new class teacher/TA. Such transition support is also available to those pupils with SEND who have a social, emotional or behavioural need.

b) Secondary Transfer Tests

It is the parents'/carers' responsibility to notify the school that they request reasonable adjustments to the Secondary Transfer Tests to be considered for their child. When parents/carers advise a teaching member of staff at their school that they believe their child has a SEND, then the school is responsible for notifying the LA (as the Secondary Testing Administrator), of that assertion.

As the Secondary Transfer Tests are not compulsory, parents/carers, together with their child's Headteacher, should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the Secondary Transfer Test process.

C5. Staff Development and Appraisal

Continuing Professional Development (CPD) needs are identified through the school's performance management process and School Development Plan. Teaching staff and teaching assistants are encouraged to attend relevant courses and share their knowledge with others in school. In particular:

- the school is committed to gaining expertise in the area of SEND
- there are regular training sessions for TAs
- teachers are given time to liaise with support staff to discuss the effectiveness and impact of the support provided
- the SENDCo attends the partnership's SENDCo liaison meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school

- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend Buckinghamshire Council meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school, and are provided with an induction pack outlining the school's procedures and approach to SEND.

Staffing and Qualifications

In accordance with regulations regarding Special Educational Needs and Disability (1st September 2009), the Headteacher, Mrs Marshall, has the National Award for SEND Co- ordination. The SENDCo, Mrs Hyatt, will undergo her SEND qualification within three years of being appointed to the role, with effect from September 2025. Mrs Hyatt, in addition to being Burford's SENDCo, , holding Qualified Teacher Status and is a member of the Senior Leadership Team.

Mrs Hayley Hyatt SENDCo
Mr Craig Robertson SEND Governor

Other policies referred to in this document:

- LA Admissions Policy
- Complaints Procedure Policy
- Teaching and Learning Policy.

Equality and Cohesion

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.