



Delta Federation

Special Educational Needs and Disabilities (SEND) Policy

Date adopted : January 2024

To be reviewed: January 2027

Delta Federation – Brooksward School and Drayton Park School

Special Educational Needs and Disabilities (SEND) Policy

Compliance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Special Educational Needs and Disability Coordinator (SENDCo) Information

The SENDCo at Drayton Park School is Laura Greenwood and the SENDCo at Brooksward School is Natalie De'Ath.

Aims

As a Federation, we are committed to the success of all children and the development of the whole child. We are inclusive of all in the school community. Brooksward and Drayton Park are places where everyone respects each other, everyone feels valued and a full range of success is celebrated.

Through the implementation of this policy, the schools in the Delta Federation will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum as well as the broader aspects of wider school life e.g. trips, clubs and school events.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for each of the schools as a whole.

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school and ensuring that all federation policies fully consider pupils with SEND
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The SEN Governor monitors and evaluates provision and reports to the governing body.

In enacting this policy, the Executive Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access a broad and balanced curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCo for each school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO will be responsible for:

- Collaborating with the governing board and Executive Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a 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 the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Executive Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.

- Being familiar with the provision in the Local Offer <https://www.mksendlocaloffer.co.uk/> and being able to work with professionals who are providing a supporting role to the family.
- Meeting with the Executive Headteacher and Learning Mentors on a regular basis to discuss programmes of support and individual needs.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- Monitoring and evaluating all pupils' progress and set future targets for them.
- Reporting to the SENDCo any child that may be causing concern.
- Reviewing and updating pupils' IEPs / IPPs / SEN Support Plans on a regular basis.

The **Learning Mentors** provide specialist support for pupils with Social, Emotional or Mental Health needs. They liaise directly with any external social care services supporting the child or their family. The Learning Mentors provide assessments for, and attendance at multi-agency meetings as necessary.

Teaching Assistants (including HLTAs and TAs) provide specified support and carry out planned programmes of work according to pupils' IEPs/IPP.

At Brooksward, the Operational Safeguarding Designated Lead is Michelle Cook and the Designated Teacher for Looked After Children is Natalie De'Ath, SENDCo.

At Drayton Park the Operational Safeguarding Designated Lead is Ben Roberts and the Designated Teacher for Looked After Children is Laura Greenwood, SENDCo.

Midday supervisors and other ancillary staff are made aware of pupils who may require more support by the pupil's class teacher. The class teacher provides these members of staff with strategies to support the pupil at lunch time as necessary.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCO.

A Graduated Approach to SEND Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as not making adequate progress despite receiving quality first teaching and appropriate interventions and adjustments.

Types of Need

We use the four broad areas of need (SEND CoP, 2014) as a means of identifying what action we need to take, not to categorise a pupil. These areas are:

- **Communication and Interaction** – Pupils with this need have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. Pupils with this need include those with: speech and language delay, impairments and disorders, specific difficulties such as dyslexia or dyscalculia, hearing impairment and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – Pupils with this need learn at a slower pace than their peers, even with appropriate differentiation. Pupils with this need include those who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.
- **Social, Emotional and Mental Health difficulties** – Pupils with this need may experience a wide range of social and emotional difficulties which manifest

themselves in many ways. These may include a lack of concentration, becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Sensory and/or Physical needs** – Pupils with this need require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying additional needs

We recognise that there are other factors which may impact on a pupil's progress and attainment, but are not SEND.

- Disability (after following our duty for 'reasonable adjustment' as outlined in the SEND CoP, 2014)
- Attendance and punctuality
- Health and welfare
- Limitations in English as an additional language
- Identification of entitlement to 'Pupil Premium'
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour which is not a response to an underlying need
- Young carer
- Asylum seeking

Inadequate progress can be characterised as progress which:

- Is significantly slower than their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Assessment could be through:

- Teacher observation
- Teacher assessment
- Pupil progress interviews
- Screening or assessment tools
- Informational passed on from previous schools or agencies supporting the pupil and/or their family
- Information from parents

The class teacher will discuss their concerns with their team leader, Head of School or Executive Headteacher in pupil progress interviews and with the SENDCo. The SENDCo will work with the staff involved to decide on any action that needs to be taken.

Through our established routine of parent consultations (meetings in the Autumn and Spring terms and a detailed written report in the Summer term) we inform parents of their child's

progress. We will inform a parent when we feel that their child may have a special educational need that requires provision that is **additional to** or **different from** the school's usual differentiated curriculum and strategies.

Our provision is mapped across the school to include:

Quality First Teaching

Additional intervention and different support cannot compensate for a lack of differentiated quality first teaching for any SEND pupil. We expect our quality first teaching to provide:

- Tightly planned progression reflecting strong subject knowledge
- High expectations for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and scaffolding
- Appropriate assessment which will be used to set deliberately ambitious targets
- Precise feedback – both written and verbal
- Use of regular and authentic praise to engage and motivate pupils

The quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, book scrutiny and pupil progress interviews. Professional development opportunities are provided for staff to extend their knowledge and understanding of quality first teaching and SEND.

Catch up intervention / Individualised Programmes

When a pupil's need requires additional or different personalised approaches to those provided by our quality first teaching we may support them through:

- Small group intervention programmes led by class teachers, HLTAs, Learning Mentors, Language Assistants or Teaching Assistants
- 1:1 focussed support programmes led by class teachers, HLTAs, Learning Mentors or Teaching Assistants
- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of Teaching Assistants
- Specialist equipment and resources
- Signing and assisted communication
- Specialist intervention programmes
- Social skills programmes
- Emotional support programmes
- Liaison with external agencies and professionals already involved with the pupil
- Seeking support and involvement from external agencies and professionals

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.

- Discussion with the pupil and their parent.

The SEND Register

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review (as outlined in the SEND CoP (2014)) – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the SEND Register and identify their areas of need. The SENDCo is responsible for keeping the register up-to-date. A pupil is placed on our register if they require support in one or more of the four broad areas of need that is **additional to** and **different from** the majority of their peers. Pupils placed on the register can be characterised as:

- A pupil who is not making adequate progress (see **A Graduated Approach to SEND Support** paragraph)
- A pupil with a medical diagnosis of a condition that requires them to have additional support in order for them to access the same educational provision as their peers and/or this support is required in order for them to make adequate progress.
- A pupil who requires group and/or 1:1 support from our Learning Mentors to support Social, Emotional and Mental Health difficulties (see **Types of Need**).

Target setting

All pupils who attend schools in the Delta Federation have educational targets set regularly. If the class teacher and SENDCo feel that a pupil needs additional support to address their specific Special Educational Needs then they may be given an Individual Education Plan (IEP), an Individual Pastoral Plan (IPP) or, for more significant needs, an SEN Support Plan.

An IEP will set Learning Outcomes for the child, an IPP will set pastoral outcomes for the child and an SEN Support Plan is likely to include both learning and pastoral outcomes. The outcomes should be based on collaboration between all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENDCo). Any specialised assessments from external agencies and professionals will also inform the IEP/IPP/SEN Support Plan outcome setting process. Staff work hard to ensure that the outcomes are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

A long-term outcome(s) for the additional support will be agreed in June of each school year by class teachers alongside the SENDCO. The outcomes will be achieved through a series of smaller progressive outcomes that will be reviewed at least three times a year (termly) or more frequently as appropriate to reflect the ongoing assessment of a pupil's progress. All of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENDCo) should be involved in the review process.

Criteria for exiting the SEND Register

If it is felt that a pupil is making sustainable progress, which does not require additional or different forms of support to maintain, they may be taken off the SEND register. If this is the case, the views of all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENDCo) will be sought, as well as any other professional involved with the pupil. If it is agreed to take the pupil off the register, all records will be kept until the pupil leaves a Delta Federation school (and passed on to the next setting). The pupil will be monitored through our assessment cycle (including pupil progress interviews) and pastoral support network (weekly pupil clinics within team meetings and Learning Mentors). If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Specialist External Agencies and Professionals

A pupil's parent will always be involved in any decision to involve specialists.

We work with specialist agencies via the Local Authority, NHS and independent professionals. When a pupil continues to make less than expected progress, despite support and interventions, or he/she experiences unexpected difficulties in their Social, Emotional or Mental Health, we will consider involving specialists.

As appropriate, we will employ independent specialists, to undertake additional assessment work to enable us to provide more personalised programmes of support.

The involvement of specialists and what was discussed and agreed will be recorded in a pupil's SEND file. Discussions and agreements will be shared with parents and teaching staff supporting the child.

Education Health Care Plan

Where, despite relevant action to meet the special needs of a pupil, the pupil does not make the expected progress, we will consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. Any request will be made in consultation with parents and any external agencies supporting the education of the pupil. SENDIAS, an independent advice and support service, can provide further information to parents and carers about the EHCP process on 01908 254518 or contact@mksendias.org.uk.

During the course of an EHC needs assessment, the Local Authority must gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and provision that may be required to meet the identified needs and achieve the desired outcomes. The school will co-operate with the Local Authority in this by providing the education advice and information requested. This process will be managed by the SENDCo.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress. EHCPs will be reviewed formally an Annual Basis with parents and external professionals and half-termly on an informal basis as required.

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEND department, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.

- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or Executive Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Supporting Pupils and Families

The Local Offer

As part of the SEND CoP (2014), local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer for Milton Keynes can be found at: www.mksendlocaloffer.co.uk

A SEN Information Report on what Brooksward and Drayton Park offer in terms of support for children with Special Educational Needs is located on the schools' websites under the *Our School – Inclusion* section.

Medical Conditions

Brooksward recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school

will comply with its duties under the Equality Act (2010). Some may also have SEN and may have a Statement or EHC plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed. We have a policy for Supporting Pupils at School with Medical Conditions.

Accessing Assessments

Class Teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's need means that they are unable to access standardised tests then the SENDCo will liaise with the Class Teacher to consider the pupil's eligibility for access arrangements.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Transitions

When pupils transfer between year groups and key stages:

- Transition days are held in the summer term for all pupils. A SEN pupil may visit their new class teacher before the transition day to reduce anxiety.
- A transition booklet may be provided to support pupils in moving classes and to reduce their anxiety over the summer holidays.

When pupils transfer to a new primary school:

- A Learning Mentor will speak to the new school about a pupil's attainment and needs. The SENDCo may contact the new school to discuss a pupil with more complex needs.

- Records, including any IEPs/IPPs/SEN Support Plans or specialist reports are sent in a timely fashion.

When pupils transfer to secondary schools:

- The SENDCo meets with SEN staff from local secondary settings to discuss and plan for SEN pupils transferring. The SENDCo completes transfer paperwork for pupils transferring to other secondary schools and will speak to SEN staff as necessary.

A transition programme operates for most secondary schools for new Year 7 pupils. We support these programmes by sending staff when appropriate to support pupils on visits to the new school and we facilitate visits from secondary colleagues to observe and work with pupils in our setting.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Monitoring and Evaluation of SEND

The quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, book scrutiny and pupil progress interviews. The progress of pupils with SEN is monitored and measured by the SENDCo through termly data analysis. When we assess our provision in need of development, we seek external agency support for either direct work with a pupil or for staff training. Both schools in the Delta Federation is constantly striving to improve its provision for all pupils through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the school.

Funding

We use our notional SEND budget to provide high quality appropriate support as outlined in this policy and in our SEND Information Report (located on the school websites:<https://www.brooksward.org.uk/our-school/inclusion> and <https://www.draytonpark.org.uk/special-educational-needs/>). If we feel that a pupil requires additional provision to meet their needs, which exceeds the nationally prescribed per pupil per year funding threshold, we will apply to the Local Authority for 'top-up funding'. If additional funding is required, this may be an indicator that we need to consider requesting an Education, Health and Care needs assessment by the Local Authority.

Staff Training

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development. All new teachers and support staff meet with the SENDCo to gain an understanding of the systems and structures in place around the school and our SEND provision and practice. This meeting may also include a briefing on the needs of individual pupils. Staff training needs will be discussed at this stage and all staff will be made aware of appropriate training opportunities for their role.

The SENDCo attends any locality network meetings and training opportunities in order to keep up-to-date with local and national updates in SEND.

Storing and Managing Information

Documents relating to pupils on the SEND register are stored in their SEND file in a cabinet in the SENDCo office. The cabinet, and room in which it is situated, is locked overnight. SEND records will be passed on to a pupil's next setting when he/she leaves one of our schools. Electronic information is stored on a confidential drive, which has restricted access.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act (2001), places a duty on all schools to increase – over time – the accessibility of schools for disabled pupils and to implement their plans.

Complaints

We are always happy to talk to parents and listen to any concerns they may have. We encourage parents to speak to their child's class teacher or to the SENDCo. We will always do our best to respond to the concerns raised with us. We follow the Department for Education (DfE) guidelines on complaints.

Bullying

Brooksward and Drayton Park are places where everyone respects each other, everyone feels valued and we strive to make everyone feel safe. We have an Anti-Bullying Policy, which concerns the welfare of any pupil. A copy of this policy is located on the school website under *School Policies – Attitudes and Behaviour Policy*.

SEND Policy Review

This policy will be reviewed on an annual basis.
This policy will be reviewed in **January 2027**.

Useful Information

School policies can be found at:

<http://www.brooksward.org.uk/our-school/school-documents>

<https://www.draytonpark.org.uk/policies/>

Information on SEND provision in Milton Keynes Local Authority can be found at:

<https://www.mksendlocaloffer.co.uk>

Statutory SEND guidance can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>