



Learning to inspire, inspired to learn

SEND POLICY

2016-2017

Date Completed: November 2016

Completed by: Phil Smith

Review Date: September 2017

Primary SENCO & MLT: Phil Smith – NASENCO Award

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The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- KS4 Exam Guidance

This policy was written by the school SENCO's in liaison with the Deputy Headteacher on the Senior Leadership Team. It was then reviewed by the SEN Governor and the governing body. It was then sent out for consultation with all stakeholders before being finalised.

Buxton School is an inclusive all through school. We are committed to providing an appropriate and high quality education to all the pupils and young people living in our local area. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential. Buxton School also includes a resourced provision for Speech, Language and Communication Needs.

The SEND team at Buxton School

Inquiries about an individual child's progress should be addressed at first to the class teacher/ form tutor/ subject teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Primary SENCO: Phil Smith

philip.smith@buxtonschool.waltham.sch.uk 020 8534 3563 ext 128

Secondary SENCO: Nicola Zecca

nicola.zecca@buxtonschool.waltham.sch.uk 020 8534 3425 ext 240

Deputy Headteacher: Theresa McGing

theresa.mcging@buxtonschool.waltham.sch.uk 020 8534 3425

Buxton School's SEN Governor is Anita Ross

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All pupils are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have pupils in all these categories of SEN.

- We are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEN.'** In addition, we implement some focused interventions to target particular needs and skills.
- We have high expectations of all our pupils. Pupils on our SEN register make progress which compares well with the progress made by other pupils in school.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Aim

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

Objectives

Our objectives are:

1. To work within the guidance provided in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in lessons fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
8. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Special Educational Needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Pupils with SEN are identified by one of five assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO /Deputy Headteacher/ Learning Manager/ Head of Year/ Pastoral Manager/ EAL Co-ordinator/ School Counsellor/ Attendance Officer and SLT and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

2. Class/ Subject teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - a. is significantly slower than that of their peers starting from the same baseline
 - b. fails to match or better the child's previous rate of progress
 - c. fails to close the attainment gap between the child and their peers
3. In the primary phase all pupils on the SEN register are discussed at the termly meetings between the SENCO and the class teachers/Year Groups. Other pupils causing concern are highlighted here.
4. In addition to this, there are fortnightly inclusion meetings with the SENCO, SLT, Deputy Headteacher, Learning Manager, Pastoral Manager, Learning Mentor, Counsellor, Attendance Officer and the Child Protection Officer. Pupils of concern can also be raised here
5. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN Support on our SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or some other disability.

Buxton School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

A Graduated approach to SEN Support

A Graduated Response is adopted for pupils identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The **Assess – Plan – Do – Review cycle** is employed here as instructed in the SEND Code of Practice 2014.

In Waltham Forest there are three levels of support. **Wave 1** is what every child can expect from the school. **Wave 2** is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. **Wave 3** is for pupils who have very special and long-term needs.

➤ **Wave 1**

‘Every teacher is a teacher of every child including those with SEN.’

Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Buxton School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to rigorously monitor progress of all of its pupils. Tracking reports are also completed every half term. All of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Buxton, our teachers know how to:

- Explain things in simple words and in ways that help pupils remember. We use lots of visuals on our whiteboards and in our communication
- Give instructions so that pupils listen, understand and remember
- Make sure that your child knows how much time they have to get their work done
- Ask questions that check out your child’s understanding
- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess your child’s progress at least once per half term and do extra assessments to pinpoint why a child has difficulty learning
- Change their lesson plans to accommodate student’s strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Settle pupils whose behaviour is challenging

At Buxton, our teachers use:

- Practical equipment to help pupils understand complicated ideas
- Special adaptations, including ICT, for pupils who have difficulty seeing, hearing or moving
- Use talking and questioning so that pupils are confident about writing
- Strategies to help with writing e.g. word mats, mind maps, word banks
- A traffic light system to make it easy for pupils to show that they need help (there is a traffic light page in every secondary student's planner).
- The 'Good to be Green' behaviour strategy in class and out of class. This keeps all the pupils safe and makes sure that lessons are used for learning

We also:

- Change the environment so that your child can get to lessons on time and move around the school safely and more easily

At Buxton, our teachers get advice from:

- Learning Managers and Heads of Year who share information about individual student's welfare, behaviour and learning
- The SENCOs
- Outreach teachers from specialist schools such as Whitefield and Joseph Clarke
- Visiting Speech and Language Therapists
- The Educational Psychologist (this is a professional who advises on difficulties with learning)
- The Social Inclusion Team (these professionals advise on behaviour, social skills and emotional needs)
- Child and Adolescent Mental Health Service (CAMHs) (these professionals advise on emotional needs)
- The School Nurse

➤ Wave 2 (SENS)

If a child is not making adequate progress highlighted from our assessment processes then they will be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At Buxton School, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include:

- Speech and language groups run by trained Teaching Assistants, following plans written by the Waltham Forest Education Project
- Fine Motor Skills groups (for improving handwriting or to help pupils cut and draw)
- Toe-by-Toe to help with reading and spelling

- Phonological awareness teaching
- Reading partners
- Daily phonics teaching (1:1 or in small groups)
- Writing Club
- Numeracy interventions
- Typing skills
- Tea time Club – for pupils in Years 7 and 8 who need support to form friendships
- Transition Groups (for pupils moving into secondary) to develop language
- Transition Groups (for pupils moving into secondary) to develop social skills
- Social Skills Groups
- Story talking to help pupils learn the skills to make up their own stories
- Individual behaviour support
- Behaviour Support Groups
- Counselling
- Intensive Interaction
- Social Stories
- Pixl – methods and activities
- Makaton
- Picture-based communication
- Grammar Project
- Numicon
- ARROW

At Wave 2, other things that the school does:

- Talk to the Educational Psychologist to get advice to improve teaching for individual pupils
- Train teachers to work with additional adults in the classroom
- Train staff about different areas of SEN
- Train staff to do interventions

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Pupil Progress Meetings.

Statutory Assessment / My Referral / Statements / EHC Plans

If a student fails to make adequate progress in spite of high quality, targeted support at SENS and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment/My Referral. This may lead to the student being provided with an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting, known as 'My Referral' meeting, will record the child's strengths, their dreams and aspirations as well as the

barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting and from reports submitted about the child.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

➤ **Wave 3**

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Buxton School:

- Intervention and support from specialist teachers of the deaf (as needed)
- Termly or twice termly visits from specialist teachers of the visually impaired (as needed)
- Termly or twice termly visits from specialist teachers of pupils who have ASD or Global Delay (as needed)
- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Pupil Referral Service (PRU)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor or key worker
- Occupational Therapist
- Medical staff
- Physiotherapist
- Teaching assistant supporting in lessons as needed.

In addition to this, at Wave 3, Buxton School has a specialist provision (SLCN Provision) for pupils with speech, language or communication needs. Pupils must have a statement of SEN or an EHC to be part of the provision. Being in the provision means that a child has a personal and unique programme which will include some of the following:

- Advice or teaching from a specialist teacher
- Extra 1:1 learning
- Dedicated times each week to improve Speech and Language. Your child could follow a programme written and monitored by a Speech and Language Therapist (SALT), or work directly with a SALT.
- Small group support for English and Maths.

Managing pupils needs on the SEN register

Every child is involved in the assessment cycles including the Pupil Progress Meetings which enables pupils to be identified as requiring SEN support.

Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes.

The SENCO is responsible for managing the SEN register and keeping it up to date. Buxton School employs Provision Management to track the provision pupils receive. This tracks the pupil's provision and cost of this provision on a termly basis. This has been developed to comply with the SEND Code of Practice 2014 guidance. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above.

Interventions, where possible, are outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Staff delivering support and interventions, are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEND Code of Practice 2104.

Some children at Wave 2 who continue to struggle with progress may either be put forward for Statutory Assessment / My Referral or Additional Funding from the LA. Waltham Forest's SEN Support format is used at this stage.

Waltham Forest also employs Person Centred Reviews for their pupils with statements / EHC Plans. A person centred review involves the pupil but is facilitated by an adult within the school setting rather than service led. It is essential that the pupil is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the pupil.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

Further information is available from the website:

<http://www.walthamforest.gov.uk/documents/pcp-reviews-guidance-booklet.pdf>

Criteria for exiting the SEN register

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

Monitoring and evaluating SEND

Pupils on the SEN register have their levels reviewed termly by the SENCO and are discussed at the Pupil Progress and Teacher/SENCO Meetings.

Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Pupil Progress Meetings.

Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils

Pupils with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. These issues are also discussed and addressed at Inclusion Meetings. If the child's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may refer directly to CFCS or CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained school staff/ therapists and relevant outside agencies that develop good, trusting relationships with the pupils. The school counsellors may also become involved at this stage. This requires parental permission in the primary phase.

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

Supporting pupils and families

At Buxton School we aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn, Spring and Summer terms for Primary Phase and yearly for Secondary Phase) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher/ Inclusion Team will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents – and pupils- are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

➤ Transition into and within school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the secondary phase - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENCO
- Opportunities to take photographs of key people and places in order to make a transition passport.

Enhanced transition arrangements are tailored to meet individual needs.

At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEN. The Year 6 SEN pupils moving to the Secondary Phase are discussed between the Primary SENCO, Secondary SENCO, Deputy Headteacher, Learning Manager, Pastoral Manager and Year 6 Head of Year. The

Secondary Transition Team also liaises with other feeder schools around information about their SEN pupils.

The School SENCOs manage and oversee arrangements made for pupils to access exams and other assessments.

For more information to support your family and your child please refer to the following:

- Waltham Forest LA 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 includes provision from birth to 25, across education, health and social care. Waltham Forest's Local Offer is available from the website:

<http://walthamforest.pupilssservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

- Buxton School's SEN Information Report 2015 – available on our website and at reception.
- Buxton School's policy for managing the medical conditions of pupils – available on our website.
- Buxton School Admissions policy and arrangement – available on our website.

Supporting pupils at school with medical conditions

Buxton School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

Buxton School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Buxton School's policy for, 'supporting pupils with medical conditions' is available on our website and on request, from the school office.

Training and resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans.

The Executive Headteacher informs the governing body and the Local Authority of how the funding allocated to support special educational needs has been employed.

All of our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our staff have ELKLAN training which helps them to support pupils with communication difficulties. Some staff also have expertise and training on other areas or specific interventions. All TAs work with pupils with SEN and disabilities.

Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Buxton School is also a member of NASEN.

We also have links with Whitefield's and Joseph Clarke Special Schools.

Roles and responsibilities

➤ SEN Governor

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The school's SEN Governor meets with the school SENCOs termly to discuss progress.

➤ **SENCO**

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all pupils with SEN.
- Managing the deployment of Teaching Assistants
- Managing and developing the roles of Teaching Assistants.
- Liaising with parents of pupils with SEN.
- Contributing to the in-service training of staff.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

➤ **Teachers**

'Every teacher is a teacher of every child including those with SEN.'

- Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring statemented/EHCPs targets are considered in lessons.
- Monitoring progress of pupils with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to SENCO.

➤ **Teaching Assistants**

Teaching Assistants are line managed by a Senior TA and the school SENCO.

Primary Phase Senior TA – Manelva Homer

Secondary Phase Senior TA - Margaret Darlow

Their roles and responsibilities are:

- Support pupils with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against Statement targets using record sheets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review of progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with pupils with statements/EHCPs

- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

➤ **Child Protection and Safeguarding**

Child Protection Officer in Primary Phase – Sarah Edwards

Child Protection Officer in Secondary Phase – Antonia Shearman

Designated Safeguarding Lead – Theresa McGing

➤ **Responsibility for meeting the medical needs of pupils**

Deputy Headteacher – Theresa McGing

Primary Phase

Child Protection Officer– Sarah Edwards

Senior Welfare Officer – Wendy Goody

Secondary Phase

Child Protection Officer – Antonia Shearman

Receptionist – Sharon Green

Accessibility

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

For more information please refer to the following:

- Accessibility Plan – available on our website or on request, from the school office.

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Deputy Headteacher/SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Executive Headteacher in writing or any other accessible format. The Executive Headteacher will aim to reply within 10 working days.

Appendices

For more information to support your family and your child please refer to the following:

- Waltham Forest LA local offer -
<http://walthamforest.pupilssservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>
- Buxton School's SEN Information Report 2104 – available on our website and on request, from the school office.
- Buxton School's policy for managing the medical conditions of pupils – available on our website and on request, from the school office.
- Buxton School Admissions policy and arrangement – available on our website and on request, from the school office.
- Accessibility Plan - available on our website and on request, from the school office.
- Primary SENCO: Phil Smith
philip.smith@buxtonschool.waltham.sch.uk 020 8534 3563 ext 128
- Secondary SENCO: Nicola Zecca
nicola.zecca@buxtonschool.waltham.sch.uk 020 8534 3425 ext 240
- Deputy Headteacher: Theresa McGing
theresa.mcging@buxtonschool.waltham.sch.uk 020 8534 3425
- Buxton School's SEN Governor is Anita Ross

Glossary

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

CAF – Common Assessment Framework - The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHs) – part of the Health Service that looks after pupils with emotional, behavioural and social difficulties.

DDA – Disability Discrimination Act.

EAL – English as an Additional Language.

EP – Educational Psychologist.

Education Healthcare Plans (EHP) – a report, written by Waltham Forest Education Service and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHPs can last until a young person is 25 years old. EHPs support young people so that they can get the most out of their life at school and beyond school.

Global delay – pupils who find almost every aspect of learning difficult.

ICT – Information and Communication Technology.

LAs – Local Authorities.

Makaton - A language programme designed to provide a means of communication to individuals who cannot communicate efficiently by speaking.

SEN – Special Educational Needs.

SENS – SEN Support.

SLCN – Speech, Language and Communication Needs.

SLT – Senior Leadership Team.

Statement of Special Educational Needs – A report, written by Waltham Forest Education Service, which sets out your child's difficulties and the support that must be provided to help them learn. Statements are being replaced by Education Healthcare Plans.