



Dropmore Infant School
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Headteacher: Mrs Gitta Streete

Chair of Governors: Mr Tim Wicks

Policy No: 015

Policy Title: SEND Policy

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Approved by Chair of Governors: 

Date: 11/03/2022

1. Aims:

Our SEND policy aims to ensure that:

- All staff work within the guidance set out in the SEND code of Practice 2015 as well as any further Government and subsidiary Local Authority (LA) Guidance.
- All pupils have access to a broad and balanced curriculum.
- The diverse needs of children are provided for; barriers to learning are minimised and there are equal opportunities for all children to participate in the full curriculum.
- Teachers use the graduated approach model to ensure that pupils receive a differentiated curriculum appropriate to the individuals' needs and ability.
- Early identification of all pupils requiring SEND provision takes place as soon as possible in their school career.
- Parents of pupils either SEND are kept informed of their child's progress and attainment.
- Parents/ Carers have a clear understanding of how the school supports children with SEND and their own involvement in this.
- Raise the aspirations and expectations for all pupils, helping them to achieve their full potential.
- Celebrate strengths within an inclusive community.

We aim to achieve this by:

- Working within the guidance provided in the SEND Code of Practice 2015 and to ensure the SEND Policy is implemented consistently by all staff.
- Ensuring provision is co-ordinated and integrated across the school.
- Providing support, advice and training for staff working with children with special educational needs.
- Providing a range of appropriate resources, both human and material, and to ensure their maximum and proper use.
- Monitoring and reviewing pupil progress using tracking systems and regular assessment to allow for early identification and use of the Graduated Approach (assess, plan, do, review), involving the child where possible.
- Identifying barriers to learning and ensuring all pupils have access to an appropriately differentiated curriculum by considering the needs of the whole child.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Working in partnership with parents/carers in supporting their child's education at an early stage.
- Recognising, valuing and celebrating pupils' achievements.

2. Legislation and guidance:

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

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

3. Definitions:

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, which are additional or different from the normal adaptations made as part of Quality first teaching.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Types of Learning Difficulty

The SEND Code of Practice (2015), recognises four broad categories of need which give an overview of the range of needs each school should provide for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

These 4 broad areas are described as:

- **Communication and Interaction Difficulties**

Children may have a speech and language delay, impairments or disorders, specific learning difficulties e.g. dyspraxia, or autism condition.

- **Cognition and Learning Difficulties**

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy difficulties, dyslexia or dyscalculia.

- **Social, Emotional and Mental Health**

Children may present with very challenging behaviours as a result of their social and emotional wellbeing. They could become withdrawn or isolated, disruptive, hyperactive or present with a lack of concentration. These behaviours will indicate an underlying area of need and should be addressed through a planned nurture program.

- **Sensory and/or Physical Needs**

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

The SEND Code of Practice recognises that all children are unique and that fixed categories cannot reflect the diversity of young people. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's medical or intervention registers or both.

Learning may also be impacted by other external factors and these should also be considered when considering why a pupil is not making the expected progress. These factors might be:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a parent in the services

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Dani Beeks. They will:

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

- Advise on the graduated approach to providing SEN support and support with the implementation of this process;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN Governor is: Mrs Rochelle Fearon

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy;
- Providing feedback to parents in regards to their progress towards their SEND learning outcomes.

5. SEN information report

5.1 The kinds of SEN that are provided for

At Dropmore, we work hard to support every child to meet their full potential. Educational experiences are provided to develop a pupil's achievement and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. In order to achieve this, some children will require additional support or challenge in school. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs,
- Moderate and multiple learning difficulties
- Medical needs, for example Diabetes

5.2 Identifying pupils with SEN and assessing their needs

Pupils can be identified in a variety of ways

- Concerns raised by parents/carers, support staff, teachers or the child.
- Observations made by parents/carers, support staff or teachers.
- A medical diagnosis that could affect access to the curriculum.
- Concerns about progress and attainment.

Pupils are assessed at the beginning and throughout each school year to ensure progress is tracked carefully. Information is carefully analysed and this can assist with the early identification of pupils with SEND who may not be making the age-related progress we would expect. Pupils who are making significantly less than expected progress, given their age and individual circumstances, are deemed to be at risk of having SEN and are usually placed upon a 'List of Concern.' This lack of progress can be in areas other than attainment. The school would look to put suitable measures in at this stage to raise attainment.

If their progress continues to be significantly slower than that of their peers (from the same baseline); fails to match the child's previous rate of progress; fails to reduce the attainment gap between them and their peers or where the attainment gap increases despite Wave 1 (class) intervention, they will be placed on the SEN register at SEN Support following consultation with parents.

Methods of assessment include: staff observations, Cognition and Learning Team visits, Educational psychologist visits/ discussions, Occupational Therapy visits/discussions, Speech and language therapist visits/discussions, Speech and Language Link assessments, standardised tests, School Performance Analysis and Herts for Learning data, as well as ongoing class assessments

5.3 Consulting and involving pupils, parents and governing body

Parents:

We believe that a strong and cooperative relationship with parents is hugely important if a child with SEND is to learn and enjoy being at school. We seek to include parents in the planning of provision for their children wherever possible and value their insight and expertise on their own child.

Methods of communication could include but is not limited to:

- Parent/teacher meetings held at least twice per academic year.
- Regular contact with teachers in the playground at the end of the school day.
- Appointments made to discuss children with the class teacher at any time.
- An annual written report
- Parent Information Evenings
- Parent surveys
- Termly reviews of SEN Plans where views of parents are sought.
- Appointments made with the SENCO through the school office.
- Annual reviews for children with EHC plan.
- Using Microsoft Teams as a communication point between parent/teacher.

Pupils:

Pupils are encouraged to contribute to their own education in a way that suits their age. Children complete 'This Is Me' where they are able to outline targets they would like to achieve and think about how they might achieve them. This is done through discussions with teachers and support staff. They are encouraged to take part in reviews by discussing how they feel they have done in reaching their targets (a smiley face system).

Governing body:

The Governors have an appointed SEND governor who regularly attends meetings; discussing and monitoring the SEND provision and the progress of children with SEND. The Governors ensure that the school is inclusive, treating all children and staff in an equitable way. They monitor policies annually. The

Governors receive reports from any outside audits such as those from external advisors and Ofsted and they monitor the implementation of any actions arising from these reports.

5.4 Assessing and reviewing pupils' progress towards outcomes

The Graduated Approach

The SEN Code of Practice (2014) sets out a graduated response to meeting children's special educational needs. If a child, despite good quality teaching in class with differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENCO support should be undertaken.

Underpinning ALL our provision in school is the graduated approach cycle of Assess, Plan, Do, Review:



Assess

When identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil as well as their previous progress and attainment. It will draw on their development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is informally reviewed on a regular basis. This ensures that support and intervention are matched to need, barriers to learning are identified and that a clear picture of the interventions put in place and their effect is monitored.

Plan

A child on the SEND register or in receipt of an EHCP will have at least a termly review of their progress. This will involve monitoring their individualised targets and Support plan. The children will have 2-4 targets which should be measurable and achievable in 1 term. The pupil will contribute to the setting of targets. Parents will receive copies of targets each term and suggestions of how they can support these. Some pupils may arrive in school already in receipt of a plan or EHCP, and these will be reviewed during the first term and the cycle will continue. Pupils with SEND needs who are known before school entry to Reception class will have a school entry plan meeting and follow up school entry plan review meeting to support their transition into school.

Do

The class teacher/intervention facilitator should provide interventions, often small group or 1:1, that are additional to or different from those provided as part of the settings usual curriculum offer and strategies. Within the SEND support list there may be a few children who access additional intervention through "high needs" funding. This may be allocated through the school's devolved SEND budget or in a few very high needs cases, the school may apply for additional extra "high needs block" funding. This funding can be spent on extra personnel who will support the child to achieve their targets, alongside the class teacher.

Review

Support Plans are reviewed at least three times a year. They include:

- The child's opinions on what he/she does well and would like to get better at.
- Two to four short-term targets relating to addressing the key barriers to learning for the child.
- Parental comments
- The teaching strategies to be used
- The provision to be put into place
- Outcomes

If at review, new targets are appropriate to achieve a narrowing of the learning gap, then another target will be written. Some pupils may benefit by being referred to the support services, OT, Speech and Language therapist, Literacy clinic or Educational psychology Service who may work with school to help assess and plan provision for a child. The school greatly values this support. The SENCO in close liaison with parents and class teachers refers and monitors the involvement of outside professionals.

The intervention register has all those children listed who are currently in receipt of an intervention as a result of a concern brought by the class teacher, parent or an external professional working within or with our setting. The progress of these pupils is monitored through pupil progress meetings, ongoing observations made by the class teacher and intervention facilitator and also through intervention monitoring by the senior leadership team.

Wave 1: Early Identification of need: All staff work closely with the children in the classrooms to ensure that they know the children very well. Identification may come from staff in school or through parental concern from within the home. Information from other settings also helps staff to ensure that they meet the needs of the children as quickly as possible. Early identification is essential if we are to individualise the learning of the child. All staff refer to and use the Ordinarily Available Provision to provide additional support for pupils through high quality differentiation.

Wave 2: Assess, Plan, Do and Review cycle: If a child continues to demonstrate difficulties, requiring support or interventions beyond the main classroom teaching their class teacher will begin to target their needs. Targets that are both achievable and measurable will be set for them through their Support Plan. These targets will then be reviewed and updated during the six-week/ half term period of intervention. If required, this intervention can be repeated. If the child continues to present with concerns and is finding learning significantly more difficult than their peers at the end of the second cycle they will be identified as having special educational needs. During this time, interventions used might be e.g. Language Link, Precision monitoring and Zones of Regulation. At this stage, pupils should be tracked as those causing concern.

Wave 3: Small Group SEND Support: At this stage, pupils may be receiving individual interventions in school through programs such as precision monitoring and Direct Instruction. Individual targets will be set for the children and shared with the parents. At this stage pupils, should be tracked as SEND.

Wave 4: EHA (Early Help Assessments): Dropmore Infant School teachers are general classroom practitioners. As time goes on it may become evident that more specialist provision is required for a child. Staff are regularly required to seek the aid of external professionals such as speech and language advisors. To do this, it is now necessary to complete specific referral forms depending on the specific needs of the child. Parental permission is required at this stage. At this stage, pupils should be tracked as SEND.

Wave 4: EHCP (Educational Health Care Plans): For a small number of children we may need to apply for an EHCP. This is a process which must be completed over time as it requires evidence from parents, teachers, support staff and external professionals. Again, parental permission is required. At this stage, pupils should be tracked as SEND/EHCP.

In the first instance it is usually the class teachers or parents who have the first concerns about a pupil's learning. All class teachers monitor and assess their pupils at least termly. When a teacher first has a concern about a pupil's progress, they will put in place some support e.g. group support or specific differentiation. If this doesn't help to narrow the gap, they will then consult the SENCO to assist with planning an intervention. At all waves of intervention, the staff at Dropmore Infant School firmly believe that any difficulties should be picked up as soon as possible, before a child begins to struggle with self-esteem.

Pupils on EHCP plans or High Needs Funding will also have annual reviews. These will be organised and overseen by the SENCO.

Criteria for exiting the SEN Register If a pupil has successfully achieved the majority of his targets, narrowed their reading age gap, narrowed their curriculum gap, or no longer requires support to be able to successfully access the demands of the class room, he/she will be reviewed and class teacher, child, and SENCO will decide to remove him/her from the register. Parents will be informed and have an opportunity to discuss the decision with school.

Education of Pupils with Medical Conditions The 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 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 special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

5.5 Supporting pupils moving between phases and preparing for adulthood

Dropmore strives to create good relationships between education providers for transferring students. Pupils have a variety of transition points whilst at Dropmore. Pupils firstly transition into Reception from a variety of child care settings. The second transition is between the EYFS framework and Key Stage One Curriculum. Their final transition is to a new educational setting to begin Key Stage Two.

Dropmore Infant School's arrangements for pupils with SEND transferring between other education providers:

- Discussions between the previous or receiving schools prior to the pupil leaving/joining.
- Pupils will be invited to attend transition session(s) with their new class and teacher.
- The SENCO will meet with parents/carers prior to the child starting school.
- Relevant staff may arrange to visit other settings to talk to staff.
- The SENCO will liaise with SENCOs from other settings.
- The SENCO may attend a pupil's Annual's Review prior to joining the school.
- Some pupils may benefit from a collection of photographs and information about the school to take home before the start.

Dropmore Infant School collaborates between the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception and we are made aware of any SEND issues.
- Junior Schools where children are transitioning into Year 3.
- Any school children are transitioning to or from during in year transitions.
- Special Schools where children may be transitioning to or from their age appropriate year group.
- Any setting where the child has a dual placement, e.g. Pupil Referral Units.

5.6 Our approach to teaching pupils with SEN

We aim to support and challenge all children through high quality and appropriately differentiated teaching in the classroom. Where children require additional support, we enlist a range of strategies and methods to meet their needs such as adapting work to be more accessible (over and above standard differentiation), using learning aids, additional adult support and targeted interventions that could take place in or out of the classroom.

Where a child is identified as requiring ongoing additional support, they will be placed upon the SEN register and a SEN Support Plan will be put in place, identifying SMART (Specific, Measurable, Achievable, Realistic, Timescale) outcomes to be achieved and detailing provision the pupil will need in order to meet

these outcomes. The child is involved in this process and encouraged to contribute to their SEN Plan where appropriate.

If a pupil is unable to meet the outcomes set with the support available, the school may apply to the Local Education Authority for an Education, Health and Care Plan (EHCP). If a pupil has medical needs, a Health Care Plan will be put into place regardless of whether they have an EHCP.

Supporting pupils at school with medical conditions.

Children with medical needs will have an Individual Health Care Plan tailored to a child's particular needs and agreed by the school, parents, child (if appropriate) and the relevant healthcare professionals. These can be updated as needed, throughout the school year.

Dropmore Infant School is able to cater for children with a range of SEND needs and we are happy to discuss individual requirements. We strongly advise prospective parents to make an appointment with the Headteacher before applying for a school place, to ensure that appropriate provision can be put in place.

5.7 Adaptations to the curriculum and learning environment

All teachers differentiate work for the children in their class. When a child has been identified with SEND, their work will be suitably differentiated or adapted by the class teacher to allow access to the curriculum and to work with their strengths. This could include: simplifying a task, breaking it down into more manageable stages, working as a group or having additional adult support. Some children may require different or additional support to make the curriculum more accessible. Examples of this include specialist equipment (e.g. writing slopes, sensory cushions, pencil grips etc), personalised visual timetables; adaptations to the learning environment (e.g. seating position, large print, coloured overlays) are also used in consultation with outside agencies.

Children with SEND are set specific targets according to their needs. These targets are set out in a SEN Plan or an Education Health Care Plan (EHCP). Progress in relation to the targets set is monitored by the class teacher and reviewed by the SENCO each term.

The School's arrangements for the admission of disabled pupils.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made for accessibility and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. Teachers ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum, and statutory assessment arrangements.

Our current facilities are:

A ramp giving access into the main part of the school next to the office and through the Year 1 classroom. We are not currently DDA compliant and have no disabled toilet facilities.

Our Accessibility Plan can be found [here](#)

5.8 Additional support for learning

In addition to methods used to adapt the curriculum and learning environment for children with SEND, we will also make use of the following methods if children do not make the progress we expect.

- Teachers planning for support staff to work on a 1:1 basis or within small groups to target specific needs. The support staff may also support pupils within the classroom alongside the class teacher or may work with the class to release the teacher to work with children who have SEND.
- Intervention groups run to target specific areas across a range of needs. Intervention programmes vary in length and are detailed on support plans. These are regularly reviewed to gauge

effectiveness and inform future planning. They may change in between reviews of the support plan.

- Some pupils may require more expert support from an outside agency such as the Specialist Teaching Service, Occupational Therapist Service, Speech and Language Therapy etc. Following parental consent, a referral will be made to the appropriate agency. Usually, children are required to fit certain criteria before being seen. They will then be assessed and specialists will make recommendations which will usually be included in a support plan.
- Parent volunteers listen to children read or work with children in school on a regular basis.

5.9 Expertise and training of staff

Our SENCO has 1-year experience in this role and has worked as at Dropmore Infant School for 4 years. They are allocated half a day a week to manage SEN provision.

We have a team of 4 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in precision monitoring and direct instruction, Zones of regulation, Language Link, Speech link and Reading Interventions

We use specialist staff for Wellbeing group interventions.

We recognise that to meet a wide range of diverse needs, staff require specific training. All staff receive training opportunities in relation to the needs to the children they are working with. These needs are assessed on an annual basis.

5.10 Securing equipment and facilities

If any individual has a need for specialist equipment or facilities the Headteacher is available to discuss this and will liaise with the local authority's SEND department. High Needs Block Funding may be sought for particularly expensive specialist equipment that is not available through other avenues.

The school has a small budget for buying in specialist advice as well as for the purchase of low-cost items (e.g. writing slopes, specialist programmes, etc.). We have laptops and iPads available for children to access and record in ways other than writing.

5.11 Evaluating the effectiveness of SEN provision

Provision and intervention for SEND pupils are monitored to ensure they are effective for the child and have an impact on raising their attainment and meeting their own aspirations. Methods for this include:

- Scrutinising children's work
- Lesson observations and observations of programme delivery
- SEN and EHC plans are reviewed by the SENCO each term or earlier if interventions are not working.
- Data analysis and progress tracking with termly reports to Governors comparing the progress of children to national averages.
- Regular visits from SEN Governor.
- Discussions and meetings with pupils and parents.
- Outside audits by advisors and Ofsted.

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

All children at Dropmore are encouraged to take part in all activities offered including after school clubs and activities, community events, school visits, school partnership activities and events. Adaptations and adjustments are put in place to ensure inclusion for all children.

All activities at the school and educational visits are planned carefully. Additional risk assessments will be carried out for children with an EHCP with additional 1:1 support if necessary and appropriate to the activity.

5.13 Support for improving emotional and social development

We believe that in order to learn effectively, children need to feel happy, safe and secure. At Dropmore, we have a high pupil to staff ratio. All staff, including teachers, teaching assistants and lunchtime supervisors, work hard to build positive relationships with the children in our care. Children know that there are a range of people they can talk to and are able to choose a key contact when particular issues arise.

Additionally, the following provision is available:

- LSAs run small group interventions designed to develop social skills and emotional regulation, as needed.
- All pupils take part in PSHE lessons.
- Daily assemblies discuss feelings, values and community life.
- Each class has an emotional regulation chart to encourage pupils to express their emotions and understand how to regulate them.
- Specialist external professional are used to run specialist interventions for individualized wellbeing needs.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

At times, it is necessary to consult with outside agencies in order to obtain more specialised advice.

Currently there is no Educational Psychologist allocated to our school. If required, the school will purchase the advice of an Educational Psychologist either through a private provider or through the Buckinghamshire Traded Services who will visit the school, observe pupils, give advice and provide reports. This will happen at the school's discretion and only where pupils have considerable needs and have not responded well to interventions or advice provided by other services.

The agencies available to be used by the school include:

- Specialist Teaching Service
- Occupational Therapist
- Speech and Language Therapy
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse
- PRU (Pupil Referral Unit)
- Family Resilience
- Social Services

5.15 Complaints about SEN provision

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

If the parent is not satisfied with the class teacher's comments or the situation does not improve then they should arrange an appointment with the SENCO stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

If a parent has spoken to both the class teacher and SENCO and still feels the issue is not resolved satisfactorily, then they may wish to make an appointment to see the Headteacher.

Further advice or guidance may then be sought by contacting the Chair of Governors.

The school's Complaints policy can be found [here](#)

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

Please visit our school SEND webpage for contact details of support services for parents of pupils with SEN by clicking [here](#).

5.17 Contact details for raising concerns

Dropmore Infant School - Key Contacts

Headteacher: Mrs G Streete

email: head@dropmore.school

SENDCo: Miss D Beeks

email: senco@dropmore.school

Chair of Governors: Mr Tim Wicks

email: t.wicks@dropmore.school

Inclusion Governor: Mrs Rochelle Fearon

email: r.fearon@dropmore.school

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5.18 The local authority local offer

Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. For more Information, please visit their website by clicking [here](#).

If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckinghamshire.gov.uk

6. Monitoring arrangements

The SEND policy is reviewed annually by the SENDCo, in line with the Code of Practice. Any changes are presented to the staff and the Curriculum Development and Pupil Matters Committee (CDPM) for approval by the Governing Body.

7. Equality Impact Statement

- The accessibility plan is available on the school website.
- At Dropmore, we offer an inclusive curriculum which is available for all pupils. All pupils, irrespective of their special educational or medical needs or protected characteristics, are entitled and encouraged to participate in school visits and extra-curricular activities.
- For each pupil, areas of need will be identified, manageable targets will be set and decisions will be taken by the class teacher, in consultation with parents and SENDCo about the provision to be offered.

8. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

APPENDIX

SEND DEFINITIONS:

ASD	Autistic spectrum disorder
CAHMS-SPA	Child and Adolescent Mental Health Service – Single Point Access for professionals in Bucks making referrals.
CLA	Children and young people who are in Care of the LA
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistants
EPS	Educational Psychology Service
Graduated Approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
HNBF	High Needs Block Funding
LSA	Learning Support Assistant
MASH	Multi-Agency Safeguarding Hub
OT	Occupational Therapy
PECS	Picture Exchange Communication System
PRU	Pupil Referral Unit
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SLE	Specialist Leader of Education
SpLD	Specific Learning Difficulties
STS	Specialist Teaching Service
TA	Teaching Assistant
LA	Local Authority