

Bedgrove Infant School

Believe



Inspire

Shine

Special Educational Needs and Disability (SEND) Policy

Lead committee:- Curriculum Committee

Last reviewed **and approved**:- May 2016 (*to be approved*)

Next annual review date:- Summer 2017

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BEDGROVE INFANT SCHOOL MISSION STATEMENT

Believe Inspire Shine

Believe

At Bedgrove Infant School we believe that everyone can succeed. We believe in developing the whole child and we strive to enrich and nurture their individual talents and needs. We believe that, if you believe in yourself and others, anything is possible.

Inspire

The children inspire us to strive to achieve our best, so that we can inspire them to reach their full potential. We inspire through our teaching, environments and provision so children become well-rounded individuals. We want to inspire a life-long love of learning in the children, staff and community.

Shine

Bedgrove children, staff and community members endeavour to support children to shine and be the best they can. Our children will shine with confidence and self-awareness to light the path for a bright and successful future.

INTRODUCTION

Bedgrove Infant School welcomes all children with diverse needs and from a wide range of backgrounds. We strongly advocate that: ***‘Every teacher is a teacher of every child or young person including those with Special Educational Needs.’***

This policy has been developed to address the requirements of the new reforms and legislation as dictated by the 2014 Children and Families Act, the SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 years, January 2015 and the Equality Act (2010): advice for schools DfE February 2013. The policy was compiled using the new policy guidelines for schools from the National Association for Special Educational Needs (NASEN). All staff, governors and parents of the school have been consulted before final publication. A SEND folder has been created on the school website for ease of access to all SEND information for parents.

The SEND policy will be reviewed alongside the following policies: teaching and learning, behaviour, accessibility, safeguarding and managing medicines and medical conditions and the equality policy.

Julie Madry is the Special Educational Needs and Disability Co-ordinator (SENDCo) and she achieved the National Award for SEN Co-ordination, with merit, on 10th April 2014. Whilst she is not a member of the Senior Leadership Team (SLT), Julie attends the start of the weekly SLT meetings to report on any SEND matters. Issues are raised under a fixed SEND agenda item during weekly planning, preparation and assessment (PPA) sessions, which involve all year group teachers. In addition, Julie contributes to the termly Headteacher's report to governors with updates on numbers of children in school on SEND Support Plan and Education, Health and Care (EHC) Plans, current intervention programmes and their impact on pupil progress. SEND attainment data is also provided, with an analysis of findings.

DEFINITIONS

Definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them over and above the level and nature of general support given to all pupils.

A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a) **Significantly greater difficulty** in learning than the majority of others of the same age;
- b) A **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS

Bedgrove Infant School has a whole school belief that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly.

We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a short period, to help overcome more temporary needs.

Bedgrove Infant School aims to provide all children with strategies for dealing with their needs, within a supportive environment, and to give all children meaningful access to the National Curriculum.

In particular, we aim to:-

- enable every child to experience success;
- promote individual confidence and a positive attitude;

- give children with SEND equal opportunities to take part in all aspects of the school's provision;
- involve parent/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

OBJECTIVES

The objectives of this policy are to ensure that we:-

- take into account the views of children, young people and their families by enabling them to participate in decision-making;
- ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- celebrate all children's achievements in a supportive and nurturing environment that promotes self-esteem and independence;
- support all teachers to plan inclusively to remove barriers to learning and to provide fair access and equal opportunities for all children;
- identify, assess, record, and regularly review children's progress and needs;
- operate an open door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child;
- provide a Special Educational Needs Coordinator (SENDCo) whose work will be guided by the Special Educational Needs and Disability (SEND) Policy;
- offer training, support and advice to all staff, facilitated and led by the SENDCo and where appropriate, by collaborating with partners in education, health and social care to provide support.
- work within the guidance provided in the SEND Code of Practice 2015

The Government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on March 13th 2014 came into force on 1st September 2014. A new SEND Code of Practice accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/childsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

BROAD AREAS OF NEED

Special educational provision should be matched to the child's identified SEND. Children's SENDs are generally thought of in the following four broad areas of need and support.

Communication and Interaction

Children with speech, language and communication needs (SLCN). These children may have difficulty:-

- saying what they want to;
- understanding what is being said;
- not understanding or using social cues of communication.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have:-

- social interaction difficulties;
- language difficulties;
- communication difficulties.

Cognition and Learning

Children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:-

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication;
- profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. They may be:-

- withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviour;

- experiencing anxiety or depression, self-harming or substance misuse;
- eating disorders, physical symptoms that are not medically explained;
- disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment.

Sensory and/or Physical Needs

Children who require special educational provision because they have a disability. These difficulties can be age related and may fluctuate over time:-

- vision impairment (VI);
- hearing impairment (HI);
- multi-sensory impairment (MSI) – could be vision *and* hearing;
- physical disability (PD) – additional ongoing support and equipment access.

It is important to note that the purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular sensory requirements.”

(DfE SEND Code of Practice January 2015: p97:6.27)

The school is very aware that the following factors may impact on progress and attainment and will be considered, but that they are not a definitive indication of SEND

- disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current disability and equality legislation – these alone do not constitute SEND);
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of Pupil Premium Grant;
- being a Looked After Child;
- being a child of a serviceman/woman.

It is also important to note that behaviour is no longer considered as a category of SEND. However, any concerns relating to a child’s behaviour could be described as an underlying response to a need which will have to be investigated further (refer to the School’s Behaviour Policy on the website www.bedgroveinfantschool.co.uk)

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, families or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.”
(DfE SEND Code of Practice January 2015: p96:6.21)

IDENTIFICATION

Bedgrove Infant School considers the full needs of every child over their whole time in the school and will adapt provision to give a comprehensive and, where necessary, varying degree of support, depending on the individual requirements at any given time.

All teachers use ongoing formative and summative assessments of children to measure progress and performance against National Age Related Expectation of attainment for a child of comparable age. Where a child's progress or attainment gives cause for concern a graduated approach will be applied.

Graduated Approach

The graduated approach follows a cycle of 'assess, plan, do, review'.

Assess

Where formative and/or summative assessment raises a concern, the teacher will in the first instance move to 'plan'.

If there is an existing initial concern then this is referred to, to identify any further concerns. An appropriate discussion may be held with the child to establish where they think they struggle and parents may also be consulted. A profile is developed taking all the above into account and this may trigger the next step.

Plan

When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Do

Teachers implement the plan. Teachers are responsible and accountable for the progress and development of the children in their class. This includes where a child accesses support (e.g. from teaching assistants or specialist staff). The teacher will decide if planned support is in a group, paired or 1:1 and will take place within or away from the classroom. Whatever the decision, the teacher is responsible for linking all teaching to the classroom curriculum content, as appropriate. This includes for children with SEND.

Review

The school regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children. At this stage the effectiveness of quality first teaching is reviewed. If the teacher concludes that the child's needs are not being met by quality first teaching, the teacher and SENDCo will consider all of the information gathered from within the school about the child's progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials, alongside national data and expectations of progress. The teacher, with support from the SENDCo, will plan how further to address the child's need, implement the plan and assess its impact again. The graduated response of assess, plan, do, review will continue in this way, referring to the SENDCo and external professionals if necessary.

Highlighting a child as having SEND

When the interventions required to overcome barriers to learning become significantly different to those of their peers, and/or a child is identified as not making progress in spite of quality first teaching, the school will highlight the child as having special educational needs (SEN) and seek to identify a cause.

The SEND Code of Practice 0 -25 years, January 2015 characterises less than expected progress, given a child's age and individual circumstances, as progress which:-

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

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 highlighted as having SEND.

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

Having highlighted the child as having SEND, the SENDCo and/or the class teacher will meet with the child and parents to listen to their views and agree the short and long term expected outcomes and how this will be achieved, together with clear success criteria. This information is recorded on a SEND Support Plan.

The impact and quality of support and interventions are recorded on the SEND Support Plan. This is reviewed against the child's progress and development and, in consultation with parents and any other professionals, new outcomes are set and monitored as necessary.

The SENDCo is responsible for supporting the teacher in any further assessments and advising on additional or alternative support.

SEND SUPPORT

Termly assessments of all children requiring SEND support will be completed by the teacher with SENDCo guidance. The outcomes of these assessments will be shared with parents/carers.

SEND Support Plans are utilised to show detailed support for individual children. Bedgrove Infant School recognises that plans are only effective if they are living records which tell us exactly what needs have been identified with detail of how to remove key barriers to learning effectively.

Every class teacher of children with SEND will be responsible for the upkeep and monitoring of all records and for gathering evidence of support given and progress made towards specific outcomes.

Activities are differentiated to provide the best learning outcomes for all children. If a child's difficulties persist, further differentiation by the class teacher, with SENDCo guidance if appropriate, will be made and extra support put into place. Progress will be monitored closely and, if it is considered to be a need above the existing provision, outside agencies will be requested to assess the child and/or offer advice. Bedgrove Infant School's Local Offer details the type of provision that is available. This can be found on the Bucks Family Information service website <http://www.bucksfamilyinfo.org/> and the school's website www.bedgroveinfantschool.co.uk

The level of provision is decided initially by the class teacher with guidance from the SENDCo and any outside agencies that are involved in the child's support.

Following assessment that indicates that a child is making expected progress and no longer requires additional provision the child will no longer be highlighted as having SEND. This child will continue to be monitored on a shadow record as a 'forget-me-not' to ensure that their current level of progress is maintained.

In the event of the child experiencing recurring or new difficulties, they will be highlighted again as having SEND and if necessary the original support will be reinstated.

Bedgrove Infant School has the 'forget-me-not' children identified as a special group on Pupil Asset, the web based tracking programme used by the school. 'Forget-me-not' is a term the school created to ensure that this group maintains a high profile whilst retaining their anonymity.

EDUCATION, HEALTH and CARE (EHC) PLANS

Through summative and formative assessment, progress is monitored and if there is a need to change the level of support because the child is not making expected progress, despite high quality, targeted support, then all relevant parties are consulted and an application is made to the Local Authority for an EHC plan assessment (formerly referred to as 'statements').

- Children with EHC plans will have an annual review to evaluate the current and future needs/support for the child.
- Parents will be communicated with at every stage of the process via letters, phone calls, emails and meetings with the class teacher and SENDCo and through more formal arrangements such as annual reviews, SEND meetings and consultation evenings.
- Children's views are obtained as part of an annual review. Where a child cannot articulate their views, observations will be made to identify their preferred activities and areas of learning.

- The school has access to a wide range of education, health and social services professionals available in Buckinghamshire.

SUPPORTING CHILDREN and FAMILIES

Partnerships:-

Bedgrove Infant School works in partnership with the following to support children with SEND:

- Educational Psychology Service
- Specialist Teaching Service which provides support for cognition and learning
- Core funded services for communication and interaction, visual and hearing impaired and for children with physical disabilities
- Occupational therapists, physiotherapists, speech and language therapists
- Family Resilience
- Child and Adolescent Mental Health Service (CAMHS)
- Pathways Primary Pupil Referral Unit (PRU)
- Social Care
- Educational Welfare Officers
- Bucks County SEND and Bucks Learning Trust (BLT) teams
- School Nursing Team.

Policies and Reports

This policy works in conjunction with a range of other school policies.

Please refer to the school website www.bedgroveinfant.school.co.uk for the following policies

- ✓ Bedgrove Infant School's Local Offer
- ✓ Teaching & Learning Policy (to be finalised Summer 2015)
- ✓ Accessibility Policy
- ✓ Admission Policy
- ✓ Supporting Pupils with Medical Needs (yet to be published, subject to ratification by the Full Governing Body (FGB) 2016)
- ✓ Anti-Bullying Policy
- ✓ Equality Policy

- ✓ The school has a statutory requirement to provide a SEND information Report (Regulation 51, part 3 section 69 (3)(a) of the Equality Act 2010
<https://www.gov.uk/government/organisations/department-for-education>)

Medical Conditions

The school recognises that children 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 (SEND) 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, in which case the SEND Code of Practice 0 - 25 years, January 2015 is followed.

To see how Bedgrove Infant School supports children with medical conditions please refer to the school's policy on supporting pupils with medical condition on the website at www.bedgroveinfantschool.co.uk

TRANSITION

Transition programmes are designed for individual children when moving from class to class, across key stages and to other schools. These include a detailed handover between teaching staff and may also incorporate photo information books and extra visits to new environments to familiarise the child with their new surroundings.

TRAINING and RESOURCES

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. Specific training for staff is coordinated by the CPD co-ordinator in conjunction with the SENDCo who identify a training area of need following review of SEND children's targets, curriculum provision, teaching, TA support and the impact of intervention programmes.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. This may include Local Authority SENDCo network meetings. We recognise the need to train all our staff on specific SEND issues. The SENDCo, with the senior leadership team, ensures that pertinent training opportunities are matched to school development priorities and those identified through the use of provision management.

All teachers and support staff undertake induction on taking up a post and this includes information on SEND policy and practice. New staff and trainees have time with the SENDCo to understand the role of the SENDCo and teacher expectations for SEND teaching and learning.

All schools in Buckinghamshire receive funding for children with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo;
- the delegated budget for Specific Learning Difficulties and Moderate Learning Difficulties;

- other specific funds e.g. Standards Fund allocations, Children's Fund.

The Headteacher, SENDCo and the Governors of the school regularly monitor the needs of children with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND or EHC Plan. The school has a continuing commitment to purchase appropriate resources to meet the individual needs of all SEND children. Where additional funding is required to fully support children with SEND, an application for High Needs Block Funding will be submitted with supporting evidence of need to the LA. If successful the funds will be deployed to ensure the child with SEND has the optimum support for their individual needs.

ROLES and RESPONSIBILITIES

The Governing Body has a statutory duty to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. Specifically governors will:

- use their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND;
- take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND;
- ensure the school produces and publishes online its school SEND information report;
- ensure the school has arrangements in place to support children with medical conditions;
- co-operate with the local authority (LA) in developing the local offer;
- ensure that there is a qualified teacher as the special educational needs co-ordinator (SENDCo) for the school;
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and providing appropriate teaching;
- make sure that the Headteacher makes all staff who are likely to teach the pupil aware of the pupil's SEND;
- consult the Local Authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as it is compatible with: their receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- admit any child whose SEND statement or Education, Health and Care (EHC) plan names the school.

The SEND Governor has oversight of the school's arrangements for SEND and reports to the Teaching & Learning Committee. Any actions or decision taken by the committee must be reported to the full Governing Body. The SEND Governor will attend training provided by the local authority or Bucks Learning Trust, including termly SEND Governor Forum meetings when appropriate. The SEND Governor will meet with the SENDCo termly and report to the Governing Body through the termly Headteacher's report or the Teaching & Learning Committee as appropriate. The SEND Governor will:-

- help to raise awareness of SEND issues at Governing Body meetings;
- ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEND;
- give up-to-date information to the Governing Body on the quality and effectiveness of SEND and disability provision within the school;
- help to review the school's policy on provision for pupils with SEND;
- assure the Governing Body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

The Headteacher, with the governors and SENDCo, plays an important role in the strategic development of SEND policy and provision at Bedgrove Infant School. In addition, the Headteacher ensures that the quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEND, 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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The SENDCo has an important role to play with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school.

The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo is aware of the provision in the Local Offer and able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:-

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;

- advising on the 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 parents of pupils with SEND;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

Teaching Assistants assigned as 1:1 support for children are under the guidance of the class teacher and the class teacher is ultimately accountable.

The Headteacher and the Deputy Headteacher are the designated persons for safeguarding in the school.

The Pupil Premium coordinator, with the School Business Manager, allocate and monitor the use of Pupil Premium funding and that for Looked After Children (LAC).

A designated member of staff is responsible for managing children's health care plans and medical needs.

STORING AND MANAGING INFORMATION

All documentation, data and personal details are stored on the school's systems according to the school's data protection policy.

ACCESSIBILITY

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase, over time, the accessibility of schools for disabled children and to implement their plans to achieve this.

Schools are required to produce accessibility plans for their individual school and local authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The school's accessibility policy is available on the website at www.bedgroveinfantschool.co.uk

COMPLAINTS

Arrangements for considering complaints about SEND provision within the school are as follows.

- Informal complaints or concerns should in the first instance be discussed with the class teacher and/or SENDCo.
- Formal complaints should be discussed with the SENDCo and Headteacher in the hope that a satisfactory solution can be found.
- If a satisfactory resolution cannot be found the parent will be referred to the school's complaints procedure which is available on the school website.

BUCKINGHAMSHIRE'S LOCAL OFFER

The purpose of the local offer is to enable parents to have a clear and informed view of service available to them in support of their SEND needs and how to access these.

Buckinghamshire's LA Local Offer (Regulation 53, Part 4) is available to view on <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Please refer to the SEND Information Report; Regulation 51, Part 3, section 69 (3) (a) of the Act Links with other agencies to support the family and pupils

REVIEWING THE POLICY

This policy will be reviewed annually by the Curriculum Committee of the Governing Body working with the SENDCo, usually in the spring term. The committee will recommend adoption of any revised policies to the full Governing Body.

DIRECTORY OF CONTACTS

BEDGROVE INFANT SCHOOL SEND CONTACTS Service/Agency	Tel/email address
Area SEND Officer	01296 383133
Specialist Teaching Service	01296 387355
Educational Psychologist	01296 383219
Occupational Therapist	01296 566045
Speech and Language Therapy	01296 564050
School Nurse	01296 566030 07775 221523
BLT Director of SEND and Inclusion	01296 395000 07931 128967 jenthompson@learningtrust.net
Head of SEND	01296 382109 gshurrock@buckscc.gov.uk
Local Offer Programmes Manager	01296 387473 lajsmith@buckscc.gov.uk
Infant School SENDCO	01296 481353
PRU Pathways	01296 380300
Family Resilience	08454 600300
CAMHS	08442 252414
Bucks Family Information Service	01296 387473
SEND Information Report: Regulation 51, Part 3, section 69(3)(a) of the Act	