



## **SEN policy**

### **Members of Staff Responsible:**

Headteacher

Inclusion Manager

Governing Body

**Date of Policy: November 2018**

**Review Date: November 2020**

## **Compliance**

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Children and Families Act (2014)
- SEN Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Teachers Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)
- Safeguarding Policy
- Accessibility Plan

This policy has been developed by the Inclusion Manager. It builds on successful existing practice at Waterside Primary Academy plus advice from NASEN, SEN colleagues, and the Department for Education.

### **1: Introduction**

1.1: The principle that **all** pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Waterside Primary Academy utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is *additional to* or *different from* that encompassed by Quality First Teaching, we will use our best endeavors to ensure that appropriate provision is made for every child.

This policy aims to support all staff in providing positive whole, school approaches towards the learning, progress and achievement of SEN pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEN pupils requires partnership between all those involved – Local Authority, parents/carers, pupils, school, children’s services, health and all other agencies/professionals.

Special Educational Needs in Waterside Primary Academy is managed by our Inclusion Manager Mrs. Alice Krabbé.

The Inclusion Manager can be contacted:

**Telephone:** 01494 786608 ext. 3

**Email:** [inclusionmanager@watersideprimaryacademy.org](mailto:inclusionmanager@watersideprimaryacademy.org)

## **2: Aim**

### **2.1: Waterside Primary Academy SEN policy has been developed to:**

- Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school, and their successes are equally celebrated.
- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEN Code of Practice 0-25 (June 2014).
- Ensure best practice, based on past practice and new guidelines, is applied consistently.
- Inform all parties how SEN provision works collaboratively – Child, Parents, Teachers, Inclusion Manager and other professionals, and how concerns and issues will be managed.

### **2.2: We work towards these objectives by:**

- Ensuring our SEN provision is co-ordinated and integrated across the school by our Inclusion Manager.
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided, and progress is managed.
- Providing support and advice for all staff working with pupils with special educational needs, giving staff additional training on methods and programs relating to SEN when required.
- Providing a range of learning support and alternative teaching materials for teacher and pupil use.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if parents have a particular SEN concern that they do not feel is being adequately addressed by current arrangements. This procedure is set out in Section 16 of this Policy.

## **3: Identifying Special Educational Needs**

### **3.1: Definition of Special Educational Needs**

A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is *additional to* or *different from* the normal adaptations that are made as part of Quality First classroom Teaching.

A child has a learning difficulty or disability if they have *significantly* greater difficulty in learning than the majority of others of the same age in a mainstream school or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age in a mainstream school.

A child under compulsory school age has a learning difficulty or disability if they are likely to require “special educational provision” when of compulsory school age (or would likely to be if no special educational provision were made).

Children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

### **3.2: Types of Learning Difficulty**

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs:

#### **3.21: Communication and Interaction:**

- Speech language and communication needs (SLCN)
- Autistic Spectrum Disorders (ASD)

#### **3.22: Cognition and Learning**

- Specific Learning difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
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#### **3.23: Social, Emotional and Mental Health issues**

- Emotional and mental health difficulties (ESD)

#### **3.24: Sensory and/or Physical**

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

### **3.3: Identification of SEN**

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants or specialist staff. At Waterside Primary Academy, class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (based on national expectations)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers (based on national expectations)
- widens the attainment gap

The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress (compared to that which is expected nationally) once they have had good quality personalised teaching and intervention/adjustments.

### **3.4: Factors which can Impact on Progress and Attainment:**

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- 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 Serviceman/woman
- Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Any concerns relating to child or young person's behaviour will be explored in light of an underlying response to a need which may not yet have been addressed.

In deciding whether to make special educational provision, the staff and Inclusion Manager will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

## **4: A Graduated Approach to SEN Support**

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

quality teaching. Waterside Primary Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

#### **4.2: Assess**

In identifying a child as needing SEN support the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's 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 reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

#### **4.3: Plan**

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a SEN Support Plan will be drawn up. The class teacher, with input from the child, parent and Inclusion Manager will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the Inclusion Manager and in consultation with the parents and the pupil, will be responsible for implementing the SEN Support Plan.

The final SEN Support Plan is shared with the parent/ carer to make them aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

#### **4.4: Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any learning support assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Manager supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

#### **4.5: Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Manager, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

#### **4.6: Education, Health & Care Plans**

An Education Health and Care plan (EHC plan) is, in many cases, issued before a child starts school to address a profound, severe or complex needs requirement. However, in a number of cases the Local Authority may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the Schools usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

An Education Health and Care plan (EHC plan) issued is specific to a particular need to meet clearly defined objectives and the LA provides additional resources to meet these needs. The EHC plan is reviewed annually and parents will always be involved in monitoring progress.

### **5: Managing Pupils Needs on the SEN Register**

#### **5.1: SEN Support Plans**

Children in receipt of SEN provision will have their needs recorded on an SEN Support Plan. SEN Support Plans are reviewed at least termly these are shared with parents and they are invited to attend additional discussions for this review. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the Plan. Updated SEN Support Plans are sent home to parents after each review.

#### **5.2: EHC Plans**

If a pupil has complex needs they may have an EHC plan. A formal review will take place each academic year (Annual Review). Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Pupils with an EHCPLANLAN may also have a Multi-Agency Provision Plan (MAPP) to monitor short term targets which is reviewed regularly and shared with parents/carers. Some pupils being supported individually by an adult may require more frequent communication with the parent/ carer and a decision as to how this will be achieved will be made in agreement with Parents/ Carers and the school.

#### **5.3: In class support**

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with Education, Health and Care Plans (EHC plans) are supported in class according to the requirements of their EHC plan. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. SSA hours on a child's EHC plan does not necessarily mean that the child is entitled to 1:1 support in all lessons.

#### **5.4: Involvement of external specialists**

Waterside Primary Academy has access to a number of external professionals including Speech and Language therapists, Occupational Therapists, Community Paediatricians and CAMHs which are provided by the LA. The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

In some cases, parents choose to have their children assessed privately for learning difficulties/disabilities. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

### **6: Criteria for Exiting the SEN Register**

**6.1:** As a pupil starts to make adequate progress (as outlined in the SEN Code of Practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, the pupil may be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly.

### **7: Supporting Pupils and Families**

#### **7.1: Information on where the local authority's offer is published.**

Buckinghamshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit:

[www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

#### **7.2: SEN Information Regulations Report**

Waterside Primary Academy, like all mainstream primary schools, is required by law to produce a Special Educational Needs (SEN) Report on an annual basis. This can be accessed via the school website: -----

#### **7.3: Buckinghamshire SEN Information, Advice and support Service**

Provides impartial information, advice and support to parents and carers of children with special educational needs i.e. parents of children who are receiving additional support in school or early



years settings, parents who have a child that is going through Statutory Assessment or who already has a Statement of special educational needs. For further information about this service please visit:

<http://www.bucksfamilyinfo.org/SIAS>

### **Admission arrangements**

The admission arrangements for children with SEN and without an EHC plan are no different than for other children. Please refer to the school's admissions policy.

If a child has an EHCPLANLAN, parents have the right to specify Waterside Primary Academy if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area of Waterside.

### **Access arrangements (exam support)**

When a pupil reaches Year 6, their data is analysed and, if necessary, they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be: a reader; extra time; movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires arrangements to be made, they will usually need to be examined in a separate room from the other candidates.

### **Grammar schools and the Transfer Tests**

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. A parent must advise in writing the class teacher, or member of Senior Leadership Team that they believe their child is disabled, then the school is responsible for notifying the LA (as the secondary testing administrator), of that assertion. All evidence to support this request must be provided by the Parents.

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

### ***Links with other schools***

Once pupils have accepted a place at Waterside Primary Academy and where it is felt necessary, the class teacher or the Inclusion Manager may arrange visits to preschool settings.

Waterside Primary Academy welcomes representatives from the secondary schools, to which its Year 6 pupils are transferring, to meet the children and Year 6 teachers and to discuss pupils' achievements and needs. Our Inclusion Manager is present at all these meetings to talk to members of staff about all pupils who are registered as having SEN as well as pupils who do not have SEN but for whom transition may be a cause of anxiety. It is standard practice that all SEN records and other relevant documents are passed on to pupils' new schools. For children with EHC plan, transition arrangements are agreed at the pupil's Year 6 Annual Review.

## **Section 8: Supporting Pupils at School with Medical Conditions**

Waterside Primary Academy 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 also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHC plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEN Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place. Waterside Primary Academy's Administration of Medicines Policy can be found here: -----

## **Section 9: Monitoring and Evaluation of SEN Provision**

SEN provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- Classroom practice being monitored by the SLT, Inclusion Manager and subject co-ordinators
- Analysing pupil tracking data
- Comparing value-add data for pupils on the SEN register
- Meetings of parents and staff to plan outcomes and recognise progress or shortfall
- Looking at how effective the SEN provision has been in relation to the resources allocated

Additionally SEN provision is reviewed by:

- Termly monitoring of procedures and practice by the SEN Governor
- Annual School Self Evaluation processes and heightened importance in the School Development Plan
- Other LA visits, meetings and inspections which enable the school to compare provision to other schools and help identify best practice tactics

## **Section 10: Funding for SEN**

Funding is agreed locally and is given to school under three main headings:

**Element 1:** Schools get most of their funding based on the total number of pupils in the school.

Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEN.

**Element 2:** Every school receives an additional amount of money to help make special education provision to meet children's SEN. This is called the notional SEN budget. The amount in this budget is based on a formula set by the Local Authority. In Bucks, prior attainment and deprivation are used to calculate the total amount of money a school receives. The Government now require that schools use this funding to pay for up to 13.5 hours of support before additional funding can be applied for.

**Element 3:** It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEN has 'exceptional' needs that could not be predicted, it can request 'High Needs Block Funding'.

### **Application of top up funding**

The school will make a request for 'Higher Needs Block Funding' when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource. The funding is allocated for a short time period and may be more appropriate to a child than an EHC Plan. The school must demonstrate that over £6,000 has already been spent in order to support the child.

## **Section 11: Training**

Teachers at Waterside Primary Academy are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced Learning Support Assistants who also have expertise in a range of areas including literacy, numeracy, speech and language, occupational therapy, visual impairment, hearing impairment and Autistic Spectrum Disorders.

Through the monitoring and evaluation of SEN provision, the Inclusion Manager and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the Inclusion Manager or other experienced staff) or delivered through specialist agencies externally.

Staff who attend additional courses disseminate information at staff meetings. Whole school in service training sessions are arranged, as appropriate, in response to particular needs within the school.

## **Section 12: Roles and Responsibilities**

### **The Governing Body is responsible for:**

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
- Ensuring that there is a qualified teacher designated as Inclusion Manager for the school.
- Taking account of SEN pupils when planning all matters for the school as a whole. The GB believes that good SEN provision benefits all pupils.
- Working with the head teacher and Inclusion Manager to determine the school's general policy and approach to provision for children with SEN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEN support.

- Considering SEN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publishing information on their websites about the implementation of their policy for pupils with SEN- updated annually or when information changes.

**The School Leadership Team is responsible for:**

- Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEN, and the progress made by pupils.
- Identifying any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- When necessary, arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Setting LSA performance management targets and ensuring they have the resources to achieve them.

**The Inclusion Manager is responsible for:**

- Working with teachers to ensure day to day implementation of the SEN policy.
- Planning for all the Special Needs provision in the School – including resources, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on SEN identification, managing and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.
- Arranging external specialist assessment and support programmes and ensuring that their recommendations and advice is shared and implemented.
- Monitoring the regular review meetings of SEN pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the SEN Governor.

**Class Teachers are responsible for:**

- The progress of all pupils in their class including those with SEN.
- Including SEN pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEN pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the Inclusion Manager as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.

- Feeding back to parents how a child is progressing towards their SEN learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (eg. Supply teachers, visiting specialist music/ sports etc. teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEN interventions in their class/year group.

#### **Learning Support Assistants are responsible for:**

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEN within the class.
- Implementing and managing the differentiated programs prepared by the teachers/Inclusion Manager.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEN Support Plans, MAPPs, and Statement reviews.

### **Section 13: Storing and Managing Information**

#### **Confidentiality**

Waterside Primary Academy is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

#### **Data Protection**

Waterside Primary Academy gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

### **Section 14: Reviewing the Policy**

The SEN policy is reviewed annually by the Inclusion Manager and Governing Body to take account of any changes made to the Code of Practice or Buckinghamshire Guidelines.

### **Section 15: Accessibility**

#### **Facilities**

Waterside Primary Academy is based in an old building and wheelchair accessibility is not straight forward as the accommodation around the school is on several levels. We do have an accessible toilet large enough to accommodate changing.

#### **Statutory Responsibilities**

The school's Accessibility Policy can be found here-----

## **Section 16: Dealing with Complaints**

It is in everybody's interest to try and resolve any concerns informally without invoking formal complaints procedures, usually through Class Teacher, Inclusion Manager and Senior Leaders. If however parents remain concerned they should make these concerns known in line with the school complaints procedure. -----

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and the Buckinghamshire SEN Information and Advisory Service, SENDIAS may be able to help with this.

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

## **Section 17: Bullying**

Waterside Primary Academy aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school. Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

The school's Behaviour, Discipline and Anti-Bullying Policy can be found here: -----