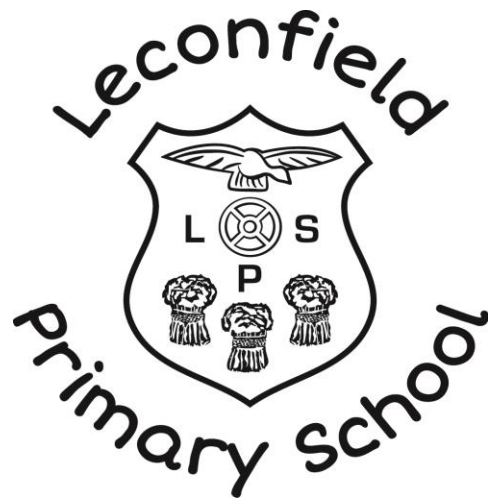


SEND policy

Leconfield Primary School



Approved by: Full Governing Body

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Last reviewed on:

December 2020

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. Admissions Arrangements	5
6. Monitoring arrangements	5
7. Links with other policies and documents.....	5

1. Aims

Our SEN policy aims to:

- Ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- Ensure that pupils with SEN needs take as full a part as possible in all school activities.
- Ensure that we have a child orientated system of support involving children, parents and staff.

2. Legislation and guidance

This policy 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)

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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEN Needs and Provision can be considered as falling into 4 broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Elaine Allanson.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Oversee the day to day 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
- Support and advise staff regarding the early identification of pupils with SEN needs.
- 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
- Advise and support teachers with identification of SEN, co-construct SEN Support plans, advise teachers regarding the plan, do and review cycle and contribute to the in-service training of teachers and other staff.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Liaise with Parents/Carers of children with SEN
- Work with the headteacher and governing board 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
- Collaborate with curriculum coordinators so that the learning of all children is given equal priority
- Use the SEN Audit tool to monitor and evaluate the provision made for children with SEN.

4.2 The Governing Body

We have a link governor whose is responsible for SEN.

The governors 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
- Ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated appropriately.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

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 in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Keep the governing body well informed about SEN within the school and support them to carry out their responsibilities.

- Ensure that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their education.
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, even where pupils access support from teaching assistants or specialist staff.
- Using high quality teaching, differentiated for individual pupils and responding to pupils who have or may have SEN.
- Setting high expectations for every pupil.
- Participating in implementing four types of action to put effective support in place – Assess, Plan, Do, Review.
- 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 .
- Reviewing SEN Support plans and will be involved in their co-constuction with the SENCO, pupil and parents
- Ensuring they follow this SEN policy

We accept that all teachers are teachers of children with Special Educational Needs.

5. Admission Arrangements.

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. Our admission arrangements reflect the inclusive nature of the school.

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Elaine Allanson **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Equality Policy including Accessibility plan
- Behaviour and Statement of Behaviour Principles
- Supporting pupils with medical conditions
- Complaints procedure
- Moving and Handling Policy
- Admissions Policy
- Safeguarding Policy