**Slindon Church of England Primary School**

# Special Educational Needs and Disabilities (SEND) Policy

| | |
|---|---|
| **Approved by:** | Headteacher (Lucy Cooper) and Governing Body |
| **Date:** | 7th November 2017 |
| **Last reviewed on:** | November 2019 |
| **Next review due by:** | November 2020 |

**Contents**

1. Aims ..... 2

2. Legislation and guidance ..... 2

3. Definitions ..... 3

4. Roles and responsibilities ..... 3

5. Monitoring arrangements ..... 4

6. Links with other policies and documents ..... 4

**1. Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Our Inclusive Ethos**

Slindon Church of England Primary School is a mainstream school. We encourage all the children to feel valued, happy and active members of the school community. We recognise that all staff share the responsibility for identifying and supporting children with SEND. In adopting a teamwork/ triangulated approach (e.g. children, parents/carers and teachers.) We use our best endeavours to provide an inclusive learning environment, based on secure yet challenging learning opportunities for all.

***Inclusion involves change. It is an unending process of increasing learning and participation for all students. It is an ideal to which schools can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. An inclusive school is one that is on the move. *(Booth and Ainscow, 2002: 3)***

The four guiding principles of the Early Years Foundation Stage underpin our school ethos. From the moment a pupil enters our school and throughout their time at Slindon Church of England Primary School, we ensure that:

1. Every pupil is a ***unique pupil***, who is constantly learning and can be resilient, capable, confident and self-assured;

2. All pupils learn to be strong and independent through ***positive relationships***;

3. All pupils learn and develop well in ***enabling environments***, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

4. All ***pupils develop and learn in different ways and at different rates*** including pupils with special educational needs and disabilities.

Slindon Church of England Primary School is committed to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority, the SEND Hub and other agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported

by the Local Authority to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

**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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SENDD co-coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

**3. Definitions**

A pupil has SEND 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.

**4. Roles and responsibilities**

**4.1 The SENCO**

The SENCO is Miss Lucy Cooper

The SENCO will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- 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 pupils and their parents are informed about options and a smooth transition is planned

- Work with the governing body 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 SEND up to date

**4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**4.3 The Headteacher**

The Headteacher will:

- Work as SENCO with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 SEND policy

**5. Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher/ SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

**6. Links with other policies and documents**

This policy links to our policies on:

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

** Booth, T and Ainscow, M (2002) Index for Inclusion: Developing Learning and Participation in Schools, Bristol: CSIE*