

Woodseaves CE Primary Academy

SEND Policy



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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/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our vision is that “Together we will create a respectful, caring and safe learning community that inspires all to achieve and flourish.

‘Start children on the way they should go, and even when they are old, they will not turn from it’ Proverbs 22:6

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as respectful and caring citizens able to achieve and flourish in all areas of life.

Pupils with special educational needs and/or a disability (SEND) are encompassed within this vision and we recognise that some pupils have barriers to accessing teaching and learning and the whole school experience to its fullest extent. Therefore, we strive to develop the environment, accessibility and expertise of all staff so that each pupil who had special educational needs and/or a disability is embraced within the school vision.

We address special educational needs and disability holistically and proactively by considering learning behaviours, well-being, self-esteem and preparation for adulthood, through the curriculum and additional support. This is in recognition of the impact additional needs can have on the whole child’s personal development.

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 coordinators (SENCOs) and the SEN 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 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

Special educational needs 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.

Accommodations may be an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. L. Alliband

They will:

Work with the head teacher and 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 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 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

Ensure that those pupils with a disability which does not impact on academic attainment, have due consideration to appropriate accommodations to enhance access to school life overall.

4.2 The SEND governor

The SEND governor will:

Help to raise awareness of SEND 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The SEND Governor is Mrs. N. Burrows

4.3 The head teacher

The head teacher will:

Work with the SENCO and SEND governor to determine the strategic development of the SEND 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 SEND policy

5. Monitoring arrangements

This policy and information report will be reviewed by Mrs. L. Alliband 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:

Accessibility plans

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

School SEND Information Report

Next Review Date: Sept 2024