

Raynham Primary School Policies



SEND Policy

Reviewed: September 2020

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1. Aims

Our SEN 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

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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

3.1 SEN

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.

Pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. Similarly, children of serving personnel, those who are looked after, those in receipt of a Pupil Premium Grant

and those with attendance issues may also not have SEND although their situation may impact on progress and attainment.

3.2 Disability

Many children and young people who have Special Educational Needs 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*'. This definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have Special Educational Needs, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

4. Roles and responsibilities

4.1 The SENDCO

The school SENDCO is **Miss Gemma Fox**.

They will:

- Work with the headteacher, inclusion team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans (EHCPs)
- 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
- 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 headteacher, senior leadership team 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

4.2 The SEN governor

The SEN governor 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 SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO 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

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEN policy

5. SEN information report

Schools are required to produce an SEN information report on an annual basis. The SEN information report details how the school implements this SEND policy. You can access Raynham Primary's SEN information report on the school website:

<https://raynhamprimaryschool.co.uk/our-school/send-information-report/>

6. Admission arrangements

No pupil will be refused admission to school on the basis of his/her special educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision and make adaptations and/or reasonable adjustments where required. (Please see the Admissions Policy).

7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO 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.

8. Links with other policies and documents

Related policies and documents include:

Equality Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/02/Equality-Policy.pdf>

Teaching and Learning Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/01/Teaching-and-learning-policy-2019-2020-1.pdf>

Behaviour and Anti-Bullying Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/09/Behaviour-Policy-2020-2021.pdf>

Child Protection and Safeguarding Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/07/Child-Protection-and-Safeguarding-Policy-July-2020.pdf>

SEN information report:

<https://raynhamprimaryschool.co.uk/our-school/send-information-report/>

Supporting pupils at school with medical conditions (DfE):

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

SEND code of practice: 0 to 25 years (DfE and DoH):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act: <https://www.legislation.gov.uk/ukpga/2010/15/contents>