

SEND Policy



Believe, Succeed, Together

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1.0 Introduction

A pupil has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him/her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Broad areas of SEND are detailed in paragraphs 6.28-6.35 of the [SEND Code of Practice 2015](#).

2.0 Code of Practice

The [SEND Code of Practice 2015](#) provides statutory guidance on duties, policies and procedures relating to Part 3 of the **Children and Families Act 2014**. The purpose of this policy is not to reproduce the [SEND Code of Practice 2015](#) but to provide a contextual summary of the pertinent information.

3.0 Roles and Responsibilities

3.1 SENCO

Ms H. Walden is the SENDCo and holds the [National Award for Special Educational Needs Co-ordinator](#)

She will:

- Work with the Principal and SEND Local Governor to determine the strategic development of the SEND Policy and provision in the Academy.
- 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 an EHCP.
- 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 SEND support.
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) 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 Principal and Governing Board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all pupils with SEND up to date.

3.2 SEND Local Governor

Mrs. A. Winfield is the nominated Local Governor responsible for SEND.

The SEND Local Governor will:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the Academy and update the Governing Board.
- Work with the Principal and SENCO to determine the strategic development of the SEN Policy and provision in the Academy.

3.3 Principal

The Principal will:

- Work with the SENCO and SEND Local Governor to determine the strategic development of the SEN policy and provision in the Academy.
- Have overall responsibility for the provision and progress of pupils with SEND.

3.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any LSAs and/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 the SEND Policy.

3.5 Other Professionals

The Academy commissions and liaises with a range of professionals on a needs basis e.g. educational psychologist, dyslexia specialists, behaviour support, Emotional Wellbeing and Mental Health Service (EWMHS) advisors etc.

4.0 SEND Information Report

Schools have a duty to publish a SEND Information Report which details how schools support pupils with SEND.

The SEND Information Report is organised into 20 frequently asked questions (FAQ) - SEND Information Report.

5.0 Monitoring Arrangements

This policy and the SEND Information Report will be reviewed by the Principal on an annual basis. They will also be updated if any changes to the information are made during the year. Both will be approved by the Governing Board.

6.0 Links to other Policies

Accessibility Plan
Admissions Arrangements 2021
Behaviour and Discipline Policy
Curriculum Policy
Exclusion Policy
Equality Policy
First Aid Policy
Looked-after Children Policy
Mental Health Policy
Personal Development and Enrichment (PDE) Policy
PSHE and RSHE Policy
Safeguarding Policy
Supporting Pupils with Medical Conditions Policy