



**Special
Educational Needs
and/or
Disabilities
(SEND) Policy -
(Whole School)**

October 2024

SECTION 1: Policy statement

This policy sets out our rationale as a school and our broad goals; it defines SEND and makes clear roles and responsibilities. From Section 5 onwards, the policy sets out the commitments of the school regarding how we identify pupils with SEND and assess their needs; the provision for pupils with SEND and how this is implemented in school; and the graduated response.

SECTION 2: Rationale

- 2.1 We believe that each pupil is unique and is entitled to the best possible teaching support and resources to maximise potential. The School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.
- 2.2 The aim of this policy is to inform all stakeholders as to how SEND pupils are identified and how the provision enables children and young people with SEND to have access to a full and varied curriculum. This policy also enables parents, carers and external agencies to work together with our school and staff so that the needs of children and young people with SEND are fully met.
- 2.3 This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice 2015 together with the Equality Act 2010.

SECTION 3: Definition of SEND

- 3.1 The 2015 Code of Practice states: A child or young person has SEND if they have a learning difficulty or disability, which calls for (additional) special educational provision to be made for them. At compulsory school age this means they have a significantly greater difficulty in learning than the majority of others the same age, or, have 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 or mainstream post-16 institutions.
- 3.2 Children have a learning difficulty if they:
 - 3.2.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
 - 3.2.2 have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools;
 - 3.2.3 are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.



- 3.3 A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

SECTION 4: Broad Goals

- 4.1 In line with the 2014 Children and Families Act, SEND Code of Practice 2015 and the Equality Act 2010 this policy will enable the school to:
- 4.1.1 Identify, at the earliest possible opportunity, barriers to learning and ensure participation for pupils with SEND
 - 4.1.2 Ensure that every child experiences success in their learning and achieves their best possible outcome
 - 4.1.3 Enable all children to participate in lessons fully and effectively, in line with the school's curriculum intent
 - 4.1.4 Value and encourage the contribution of all children to the life of the school
 - 4.1.5 Work in partnership with parents/carers
 - 4.1.6 Work with the Local Governing Bodies to enable them to fulfil their statutory monitoring role regarding SEND
 - 4.1.7 Work closely with external support agencies, where appropriate, to support the need of individual pupils
 - 4.1.8 Ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils

SECTION 5: Roles and Responsibilities

5.1 The Special Educational Needs Coordinator (SENCo)

The SENCO means the person who has been designated to be the Special Educational Needs Coordinator for the school by the appropriate authority in accordance with section 67 of the Act ie.

- 5.1.1 they are a qualified teacher;
- 5.1.2 if appointed after 2008 is required to complete the statutory induction qualification, within three years of appointment
- 5.1.3 is working as a teacher at the school
- 5.1.4 The SENCO is Kirsten Rockey (also Head of SEND). She will:
 - 5.1.4.1 work with the Deputy Head, Head of the Junior School, Head and SEND Governor to determine the strategic development of the SEND policy and provision in the school
 - 5.1.4.2 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 Education, Health and Care Plans (EHCPs)
 - 5.1.4.3 provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching



- 5.1.4.4 advise on extending the graduated approach to provide SEN support
- 5.1.4.5 be the point of contact for external agencies, the local authority and support services
- 5.1.4.6 liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- 5.1.4.7 work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 5.1.4.8 ensure the school keeps the records of all pupils with SEND up to date.

5.2 The SEND Governor

The SEND Governor will:

- 5.2.1 help to raise awareness of SEND issues at governing board meetings
- 5.2.2 monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this termly
- 5.2.3 work with the Head and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Head

The Head will:

- 5.3.1 ensure what high-quality teaching looks like is clearly articulated at the beginning of the academic year
- 5.3.2 work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- 5.3.3 have overall responsibility for the provision and progress of learners with SEND
- 5.3.4 articulate clearly SEND need and provision during any inspection preliminary conversations

5.4 Class Teachers

Each class Teacher is responsible for:

- 5.4.1 the progress and development of every pupil in their class
- 5.4.2 working closely with any TA's, LSA's or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- 5.4.3 working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- 5.4.4 ensuring they follow this SEND policy

5.5 The Designated Safeguarding Lead (DSL):

In view of Keeping Children Safe in Education September 2023, the DSL and SENCO will need to work collaboratively in a variety of areas. Examples include mental health and responsibility for educational outcomes for pupils with SEND, which will include liaison with relevant external agencies and personnel in the school such as the Assistant Head (Pastoral).



SECTION 6: Identification of SEND

- 6.1 Pupils are identified through ongoing assessments by the child or young person's teachers and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness. Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. The SENCO will then work with other staff to investigate this further.
- 6.2 Special educational needs may relate to one or more of the following broad areas of need:
- 6.2.1 communication and interaction;
 - 6.2.2 cognition and learning;
 - 6.2.3 emotional and social development and mental health;
 - 6.2.4 sensory and/or physical needs;
 - 6.2.5 In addition, medical conditions may result in a special educational need, however this is not always the case.

SECTION 7: Provision

- 7.1 Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school. As stated in the SEND Code of Practice 2015, the majority of pupil's needs will be met through adapted and personalised high-quality teaching.
- 7.2 Children may have special educational needs at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 7.3 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 7.4 The special educational provision in place should follow the four-part cycle:
- 7.4.1 Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment, attendance and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.



7.4.2 Plan. This may involve the SENCO, working with teachers to plan appropriate provision, which is clearly agreed and communicated with all concerned. This can be either in class support or out-of- class provision. Any planning will have a clear focus on expected outcomes for the child or young person. This needs to be linked to curriculum delivery. Where out-of-class provision is in place, due care must be taken to ensure transference to the classroom.

7.4.3 Do. The SEND Code of Practice 2015 places the class/subject teacher at the centre of the day-to- day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions. Delivery of any interventions should not be left solely to TA's or LSA's. Children and young people with SEND are entitled to be taught by a qualified teacher.

7.4.4 Review. The progress of pupils who are receiving SEN Support will be reviewed at regular points throughout the year.

- 7.5 Where a child has SEND that can be met with high quality, adapted classroom teaching, they will be recorded on school specific systems so that all staff are aware of their needs and strategies to support them in the classroom.
- 7.6 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on their school specific systems as requiring SEN Support, set up targets and review regularly throughout the year.
- 7.7 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance and local policy on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with Education, Health and Care Plans (EHCPs) under the 2015 Code of Practice will have clear targets, and have their progress reviewed termly with parents by a member of the teaching staff. Yearly targets set and reviewed at the annual EHCP review.
- 7.8 We will work closely with schools to ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

SECTION 8: Implementation

In order for the school to achieve its goals we will ensure that:

- 8.1 pupils' achievements are celebrated, and their efforts recognised and rewarded
- 8.2 advice, guidance and training is offered to other colleagues in the most effective methods of meeting pupil's needs



- 8.3 pupil's specific needs are established using specific tests, national tests and any other appropriate testing, as well as through consultation with feeder schools, parents/carers and pupils themselves
- 8.4 a SEND database will be available to all staff working with children
- 8.5 when required staff work with previous settings, or post 16 providers, to ensure the move is as smooth as possible
- 8.6 lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and pupils
- 8.7 the curriculum intent and content is differentiated and accessible to all pupils
- 8.8 classwork and homework is set as appropriate to the pupil's abilities
- 8.9 in class support is provided, where necessary, for those pupils with special education needs within the constraints of resources
- 8.10 staff set targets for pupils with Education, Health and Care Plans (EHCPs) and pupils who require additional support, in consultation with the pupils and parents. The targets and their implementation will be reviewed on an annual basis. This would be in addition to their normal consultation evenings.
- 8.11 there is support for small groups of pupils that require additional support and one to one sessions are provided where appropriate

Responsible and Accountable Persons	Name	Position
Responsible	Kirsten Rockey	Head of SEND
Accountable	Rich Jones, Head	
Date Policy Approved	9 October 2024	
Review Period	Every three years	
Review Date	October 2027	

Version History	Amendment Date	Amended by Whom	Previous Version Stored Where (If Applicable)
Previous version	February 2019	Rich Jones (as Deputy Head)	Policy Archive Folder
Previous version	October 2024	Kirsten Rocky	Policy Archive Folder