

SEND Policy

Arley Primary School

"New Beginnings, Endless Possibilities"



ARLEY PRIMARY SCHOOL

Status of policy – Statutory

DATE REVIEWED – September 2021

DATE APPROVED

By RC, ESS, FGB

NEXT REVIEW DATE – September 2022

Signed

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 (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

School Aims:

- Every pupil is enabled to fulfill their potential and participate fully in the educational and social life of the school to be the best that they can be.
- The school recognises that there is a continuum of need and continuum of provision, which may be made in a variety of forms relevant to the needs of the individual child, over a period of time.
- The needs of all pupils who may have a learning difficulty or special educational need, either throughout or at any time during their learning at Arley Primary School, should be positively identified, assessed and provided for.
- Children with learning difficulties or special educational needs are entitled to equal access to a broad and balanced education incorporating the curriculum and including extra-curricular activities.
- Effective assessment and subsequent provision will be best secured when there is the greatest possible degree of partnership between parents/carers, children and the school.

2. Legislation and guidance

This policy and information report is based on the statutory <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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, Lead for SEN (SENCOs) and the SEN information report.

3. Definitions

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.

4. Roles and responsibilities

4.1 The Inclusion Lead

The Inclusion Lead is Mrs S Riley.

They will:

- Work with the headteacher 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 co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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 and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance> 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class; keeping careful records; observing children; to plan for differentiation and progression.
- To build up children's confidence through a positive approach
- To manage the delivery of IPPs and monitor the progress. To involve children and parents in the setting and review of targets as appropriate.
- 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; identifying pupils experiencing difficulties, who will need interventions in addition to, or different from, those already provided by the usual differentiated curriculum.
- Ensuring they follow this SEN policy

5. Special Education Needs Report: see separate document dated October 2021

6. Monitoring arrangements

This policy and information report will be reviewed by the Lead for Inclusion annually. It will also be updated if any changes to the information are made.

It will be approved by the governing board and published on the website.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Special Education Needs Report 2021 (including Accessibility Arrangements)
- SEN Pathway for Teachers

S. Riley

Lead for Inclusion

9.10.21