



SEND Policy

November

2019



Bloemfontein School SEND Policy 2019

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1. Our School Aims

At Bloemfontein Primary School, we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him/her to achieve personal potential academically, socially and emotionally and fully participate in school life. We believe every teacher is a teacher of every child including those with SEND. Our school strives to have high aspirations and expectations for all focusing on outcomes for children.

2. The aims of the SEND Policy

Our SEND policy sets out how our school will support and make provision for pupils with special educational needs (SEN) and disability and will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To ensure we secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, emotional and mental health,
 4. Physical and sensory.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners

3. 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.

4. Definitions

At Bloemfontein Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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.

5. Roles and Responsibilities

5.1 The SENCO

The SENCO is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Occupational Therapist, Physiotherapist, Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

5.2 The SEN Governor

The SEN governor is responsible for:

- 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Head Teacher

The head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- SEND budget management and the deployment of resources / equipment
- Giving responsibility to the SENCO and class teachers, but still having overall responsibility for ensuring that your child's needs are met
- Making sure that the Governing Body is kept up to date about issues relating to SEND

5.4 The Class Teacher

Each class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.
- 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
- Writing Pupil Progress targets /SEN Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning
- Personalised teaching and learning for your child as identified on SEN Support plans
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND

5.5 Support Staff

Class teachers work with TAs to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with the Teacher and parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- TAs to record delivery of interventions where they are leading it and retain evidence in the appropriate format/child's SEN file.
- TAs to feed into SEN reviews where appropriate.

- TAs to feedback to teacher on progress of children they are working with on SEN support interventions or during whole class teaching where pertinent to their SEN support plan

6. Monitoring arrangements

This policy will be reviewed by the SENCO 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 Body.

The implementation of this policy will be monitored by the Headteacher and SENCO throughout the year.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN;
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.
- The quantity, consistency and efficacy of targeted interventions.

7. Links with other policies and documents

Information about the agencies we work alongside and refer to are available on the website, can be provided in written format upon request or verbally via the SENCO.

This policy links to:

Accessibility plan

Complaints Policy

SEN information report

Review date

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