



SEND Policy

January

2022



Bloemfontein School SEND Policy January 2022

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1. Definitions – Definition of Special Educational Needs and Disability (SEND)

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice 0–25 implemented in September 2014.

Child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of practice D. F. E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she: a) Has a significantly greater difficulty in learning than the majority of pupils of the same age; or b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes: “High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is Special Educational Provision – provision that is additional to or different front that which would normally be provided for children or young people of the same age in a mainstream educational setting.” (Section 21 of the Children and Families Act 2014).

2. 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.

3. 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

4. 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.

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 they are:
 - i) involved in supporting the children's learning
 - ii) kept informed about the support SEND children are receiving
 - iii) involved in reviewing the progress pupils are making
- Liaising with all the other people who may be coming into to school to facilitate support including: 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 individual progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they are equipped to enable children with SEND in the school to achieve the best progress possible

5.2 The SEND Governor

The SEND Governor is responsible for:

- Ensuring a raised awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND 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
- Delegating responsibility to the SENCO and class teachers, but maintaining overall responsibility for ensuring that all pupils needs are met
- Ensuring that the Governing Body are fully informed regarding issues relating to SEND

5.4 The Class Teacher

Each class teacher is responsible for:

- Assessing the progress of all pupils and identifying, planning and delivering any additional support individual children may need. This may include targeted work or additional support
- Liaising regularly with the SENCO in order to disseminate necessary information.
- 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 alongside the SENCO and parents to produce and review SEN Support Plans
- Ensuring that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning
- Personalised teaching and learning where required as identified on SEND Support plans
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any identified SEND

5.5 Support Staff

Class teachers work with Teaching Assistants (TAs) to plan effective provision for pupils with SEND. 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 SEND working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance
- The support they provide should be focused on the achievement of specific outcomes within the graduated approach to SEND 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 SEND file
- TAs to feed into SEND reviews where appropriate
- TAs to feedback to teacher on progress of children they are working with on SEND support interventions or during whole class teaching where pertinent to their SEND support plan

1. 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- SEND
- Standards reached by pupils with SEND
- The percentage of parents attending review meetings, including Annual Reviews
- The number of complaints received regarding SEND 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 linked to support plans
- 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

2. 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 should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Medical Needs Policy

Review date

January 2023



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