Special Educational Needs and Disabilities (SEND) Policy

Policy Written: September 2021

Policy Agreed: Nov 2021

Last Reviewed: September 2026

Next Policy Review Due: October 2027

Policy links: Information Report Accessibility Plan, Behaviour policy and Supporting Pupils with Medical Conditions

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At The Winns Primary School we value every child as an individual and seek to ensure inclusion for all children regardless of ability, disability, race, gender or background. Our aim is for all children to have equal opportunities by accessing a full, broad and balanced curriculum in order to fulfil their potential. We aim to raise the aspirations of and expectations for all pupils with special educational needs and disabilities (SEND). This means that we are committed to every teacher being a teacher of children including those with SEND and to the school providing a focus on outcomes for children, not just the hours of provision and support. This SEND policy details how we ensure that the needs of all our pupils with special educational needs and/or disability are met.

2. Legislation and guidance

This policy 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, SEND Coordinators (SENCOs) and the SEND information report – published separately.

3. Definitions

As set out in Chapter 6, Part 3 of the Children and Families Act 2014 (Gov UK,2014) a child has special educational needs 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 the 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 SENDCo Team

SENDCo: Marta Brusniak

Inclusion manager: Sue Warren

Family Support Officer: Allison Tokeley

SEND Governor: Katie Payne

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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 EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND 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 that the school meets its responsibilities under the Equality Act 2010 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 SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including children with SEND. In relation to children on the SEND register, all class teachers must ensure they adapt learning for children with SEND and provide support for them

- Monitoring the progress of SEND children in their class
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND Information Report

The SEND Information is updated annually and can be found on our school website.

6. Monitoring arrangements

This policy and Information Report will be reviewed by the SEND Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Curriculum and Standards Committee annually and the Link Governor will report updates to the Governing Body.

6. Links with other policies and documents

This policy links to:

- SEND Information Report
- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions [i]