

# RODING PRIMARY SCHOOL



## SEND Policy

September 2022

Date Policy Approved	
Chair of Governors signature	
Headteacher signature	

## Our Vision and Aims

Roding Primary is a fully inclusive mainstream primary school. We are committed to providing access to quality first teaching for all pupils, including those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are valued equally, regardless of their abilities. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded to meet their needs in both content and style of learning. Roding Primary Staff recognise and are fully committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

Pupils of all ages and abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be provided with opportunities for continued growth and development to support their well being
- Be encouraged to achieve their full potential
- Be encouraged to learn through a range of engaging and stimulating experiences in an atmosphere where children feel valued, encouraged and safe

At Roding Primary School, we nurture our children, enabling them to embody our six school values and apply them to every aspect of their lives and learning.

Roding Primary School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We aim to provide a safe, welcoming, and stimulating learning environment in which every child can enjoy their learning. We strive to ensure that pupils, regardless of their specific needs, make the best possible progress in school.

Our SEND policy aims to:

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

## Legislation and guidance

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice <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, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEND 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.

## **Roles and responsibilities**

### **Assistant Head – Inclusion Lead / SENDCOs**

The Assistant Heads for Inclusion are:

- Miss S Sampson
- Miss E Jones (NASENCO 2020)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head Teacher on the level of resources required to maximise achievement
- Be responsible for overseeing the management and provision for SEND pupils across both sites
- 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
- 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
  - Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
  - Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately

### **SEND Governor**

The SEND governor is:

Mrs L Foster

The SEND 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

### **The Headteachers**

The headteachers will:

- Work with the Inclusion leads and SEN 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

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil 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

### **Monitoring arrangements**

This policy will be reviewed by Miss S Sampson (Assistant Head – Inclusion Lead) 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.

### **Links with other policies and documents:**

SEND Information Report

Accessibility plan

Behaviour Policy

Equality information and objectives

Supporting pupils with medical conditions

