



Special Educational Needs and Disabilities Policy

Date	Review Date	SENCO	Nominated Governor
October 2022	October 2023	Sarah Woodhouse	Michelle Hogan-Tricks

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

It is our intent to provide every child with the best education possible and ensure they are able to participate fully in the wider life of the school.

All children and young people are entitled to quality first teaching that is carefully planned and takes account of prior learning. Quality first teaching benefits all children, including those with SEND. SEND provision and resources are provided using a graduated response centred on the needs of the child in collaboration with parents/carers. We aim to promote equal access to learning by catering for and integrating pupils with Special Educational Needs and Disabilities (SEN/D) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their learning and progress. Where necessary, the school or setting will obtain specialist advice and expertise to enable appropriate provision to address the difficulties a child / young person may be experiencing.

2. 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 SENCO

The SENCO is **Sarah Woodhouse** and can be contacted via the school office on **0207 254 7353**.

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 (LA) 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 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 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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
- › 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
- › Ensuring they follow this SEN policy

4.5 Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- › Assessing their needs;
- › Setting learning targets;
- › Reviewing targets

4.5 Parents/carers

We encourage parents to:

- › work closely with the school in order to develop a partnership to support their child
- › be aware of their child's targets and their progress towards them;
- › take part in the review of IEPs;
- › attend and take part in annual reviews;
- › be aware of the Local Authority's Information, Advice and Support Service.

5. Monitoring arrangements

This policy and information report 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 board.

6. Links with other policies and documents

This policy links to the following documents:

- › Accessibility plan
- › Behaviour policy
- › Supporting pupils with medical conditions policy



Headteacher:	Aoife O'Grady	Date:	October 2022
Chair of Governing Body:	Eleanor Taylor	Date:	October 2022