

Little Bollington CE Primary School



SEND Policy

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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

At Little Bollington Primary School, we aim to:

- Ensure all children can aspire, achieve and maintain positive relationships.
- Identify pupils with SEN as early as possible.
- Enable pupils to be offered access to a broad, balanced and differentiated curriculum with the maximum degree of social and educational inclusion.
- Enable teachers to make appropriate provision for all their pupils through support, information and advice.
- Develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of SEN pupils.
- Develop a wide community involvement in SEN through multi-agency partnership.
- Ensure all children make appropriate, individual progress.
- Monitor and review individual needs of children and provision.

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

This policy also complies with our funding agreement and articles of association.

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 school SENCO is Miss A Tomlinson senco@littlebollington.cheshire.sch.uk

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 regarding 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

Our SEN governor is **Lindsey Warburton**

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 Parent Role:

- To take part in the review of APDR cycles.
- To attend annual reviews of EHCPs
- To work closely with the school in order to develop a partnership which will support SEND pupils.

Partnerships with parents are crucial; parents should be consulted by the class teacher when concerns arise. Parental views will be sought when evaluating APDR cycles. Inquiries and concerns about a child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. Further enquiry can be addressed by the SENDCo.

4.6 Pupils Role:

Children registered as having SEN will, where possible, participate in decisions made that affect their education, including the setting of targets and contributing to the APDR cycles. Children should feel confident that they will be listened to and their views valued and respected.

5. Identification:

In line with the SEND code of practice, the school follows a graduated response using the 'Assess, Plan, Do, Review' cycle, to a child's SEN needs or disability.

Children are identified through 3 possible routes:

- Pupil progress meetings with the headteacher and class teacher. The teacher will have identified children who are not making expected progress and will adapt their ordinarily available provision. If the child is not making progress in spite of this the SENDCo will discuss a plan of action.
- Through the class teacher's continuous assessment and monitoring (Assess, Plan, Do, Review). The teacher will seek to identify a cause and solution and will seek advice from the SENDCo.
- Parents sometimes identify areas of need and request the class teacher to investigate further.

We use a 'At the heart' profile to assist us in our Assess, Plan, Do, Review cycle. Frequently, the identified concern can be addressed through ordinarily available provision or some parental support. If the needs of the child require further support the child may be placed on our SEN register and parents will be contacted.

Children requiring additional to or different from provision will be placed on the schools register. Those with significant needs may require multi-agency support or an EHC plan. Termly meetings will be held to review the provision in place and agree a plan moving forward. These meetings will include the views of the child, the parent and the school. Children identified as having 'high needs' may have an EHC plan, which will be reviewed formally each year involving the Local Authority and updated throughout the year. Termly meetings will be held to review the provision in place and agree a plan moving forward. These meetings will include the views of the child, the parent and the school.

6. Monitoring

This policy will be reviewed by the SENCo and Headteacher 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.

Next review date: September 2024