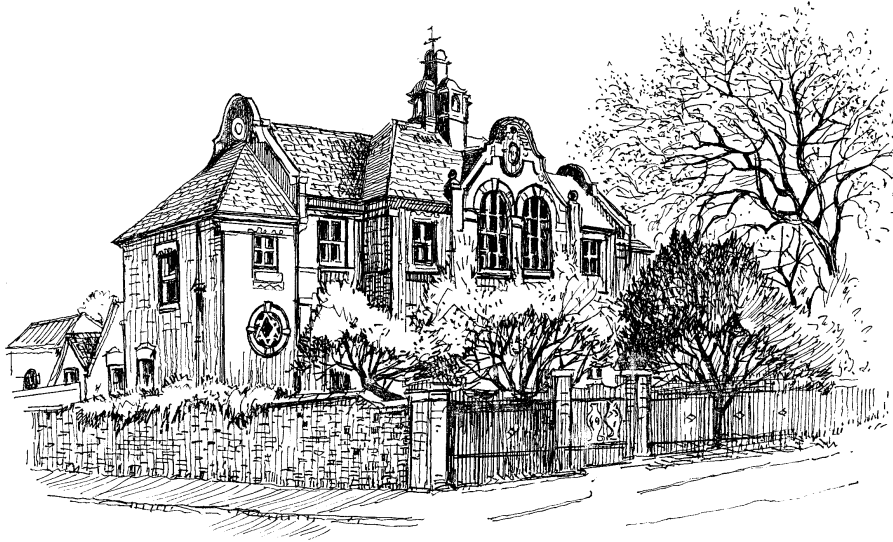


St. Edward's C of E Primary School



Laying the foundations for a lifelong love of learning,
inspired by Christian values.

Special Educational Needs and Disabilities (SEND) Policy

Approved by: Governors

Date: October 2022

Last reviewed on: October 2021

Next review due by: October 2023

St. Edward's C of E Primary School

Special Educational Needs and Disabilities Policy

Introduction

The purpose of this policy and information report is to maintain, promote and develop inclusion for all pupils, particularly those having been identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to developing an environment where all children can flourish, feel included in every aspect of school life and achieve their highest potential.

Aims and Objectives

The aims of St. Edward's SEND policy and practice are to:

- enable all children to have full access to the school curriculum and school life,
- develop the self-esteem and promote positive self-worth in all children,
- identify and meet individual needs through a wide range of provision,
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils,
- Gather the views of all stakeholders in the process and
- regularly review and evaluate children's progress in partnership with parents and pupils' themselves

Legislation and Guidance

This policy and information report summarises how we address the needs of learners by overcoming potential barriers to learning. It has been written as a guide for staff, parents / carers and pupils and 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

Definitions

A pupil has SEN 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 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.

Role and Responsibilities

Parents/Carers

At all stages of the educational process the school aims to keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers. Through regular review meetings, we encourage parents/carers to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents. The outcome of these meetings is shared with parents, so everyone involved can work to serve the best interests of the children.

Pupils

Pupils are actively involved in their learning at St. Edward's and they are encouraged to express their views about the support they receive and their progress. Progress is shared with pupils regularly and their views on SEND support are gathered annually by our SENCO.

The SENCO

The SENCO is Mrs Hannah Bennett.

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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board 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

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

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Approach to Pupils with Dyslexia

Pupils are monitored termly by the Head teacher and class teachers to ensure good progress is being made. In addition, termly monitoring is conducted between class teachers and the SENCO. Pupils who are experiencing specific literacy difficulties will be highlighted and appropriate differentiation to their quality teaching will be made. In addition, some specific interventions may be implemented.

Examples of such interventions include:

- Extra spelling support groups focusing on different strategies from typical spelling and phonics sessions (whole word, multi-sensory and visual strategies recommended for pupils with dyslexia)
- The use of ivory-coloured books and/or coloured overlays, when appropriate

- The use of visual stimulus whenever possible
- Ensuring that verbal instructions are manageable, as some pupils struggle with short term memory
- Allowance of extra time for tasks

If the class teacher, SENCO or Head teacher suspect a pupil may be dyslexic, adjustments will be made to class teaching and appropriate interventions will be arranged. This will happen whether a formal diagnosis has been made or **not**.

From time to time there will be exceptional circumstances where the school feels a pupil should be formally assessed.