

# Haughton St Giles CE Primary Academy

## SEND Policy



### Contents

|  |   |
|--|---|
| 1. Aims .....                                    | 1 |
| 2. Legislation and guidance .....                | 1 |
| 3. Definitions .....                             | 2 |
| 4. Roles and responsibilities .....              | 2 |
| 5. Monitoring arrangements .....                 | 3 |
| 6. Links with other policies and documents ..... | 3 |

---

### 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 (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

**Our school vision is: *Children at Haughton St Giles Primary Academy flourish through experiencing an engaging enriching and exciting curriculum, their beliefs and achievements are shared, celebrated and supported within our caring Christian community so all can “dream to achieve.”***

Pupils with special educational needs (SEN) and/or a disability are encompassed within this vision through the promotion and embedding of six Christian values which will support pupils to achieve their potential and prepare them for adulthood. These values are: Respect, Resilience, Pride, Forgiveness, Trust and Faith.

### 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 coordinators (SENCOs) and the SEN information report

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

### 3. 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.

Accommodations may be an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Mrs. L. Alliband

They will:

Work with the head teacher 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 SEND 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 SEND up to date

Ensure that those pupils with a disability which does not impact on academic attainment, have due consideration to appropriate accommodations to enhance access to school life overall.

#### 4.2 The SEND governor

The SEND governor will:

Help to raise awareness of SEN and disability 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The SEND Governor is Mrs. Amie Clinton

#### 4.3 The head teacher

The head teacher will:

Work with the SENCO 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

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 SEND policy

### **5. Monitoring arrangements**

This policy and information report will be reviewed by Mrs. L. Alliband **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 our policies on:

Accessibility plans

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

School SEND Information Report

Next Review Date: Sept 2024