



Bealings School

Special Educational Needs and Disabilities Policy

Approved by: Governing Body **Date:** To be approved Dec 2020.

Last reviewed on: Autumn 2020

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1. Aims

Our SEN policy 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
- To raise the aspirations and expectations for all our pupils with SEND within our school.
- To ensure that all pupils with SEND are fully integrated in to the life of the school, take a full part in all activities and represent the school in positions of responsibility within school and the wider community.
- The views, thoughts and wishes of children and families will be actively sought and the planning and implementation of their support plan will be achieved collaboratively.
- Our provision will be underpinned by quality first teaching, planned and delivered by the class teacher within the classroom where possible. Specialist targeted intervention may occur outside of the normal classroom activities, however this is aimed to be limited and only is necessary.

Inclusion and equality are at the forefront of our provision at Bealings, and we aim to develop confident, independent learners, with high levels of self-esteem and resilience. However, above all else, we strive for happiness and fulfilment for our pupils, now and in the future.

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, SEND co-ordinators (SENCOs) and the SEN information report

3. 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Becky Burch

Becky will:

- Work with the co-head teachers and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the co-head teachers 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
- Ensure that this policy is published on our school website and updated annually along with the schools entry on the Local Offer
- The SENDCo gathers necessary information to apply for High Needs Funding termly and ensures they have up to date training

4.2 The SEND Governor

The SEN Governor, Min Clough will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the co-head teachers and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The Co-Head Teachers

The Co-Head Teachers will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in 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 implemented, where possible, within daily 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 SEN policy

5. SEND Information Report

For more detail on our SEND provision, please see our SEND Information Report to be found on the school website or by using the following link:

<http://www.bealings.org.uk/wp-content/uploads/2020/09/SEN-Information-report-5.pdf>

6. Monitoring arrangements

This policy will be reviewed by the SENDCo and SEND Governor **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.

