



SEND POLICY

Woodfield Primary School

2023-2024

A handwritten signature in black ink, appearing to be "J.M.", is written on a white rectangular background.

CEO SIGNATURE

n/a

CHAIR OF LOCAL GOVERNING BOARD SIGNATURE

FEBRUARY 2024

DATE

SEPTEMBER 2024

NEXT REVIEW DATE

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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

Our school vision is: *Together we will create a respectful, caring and safe learning community that inspires all to achieve and flourish.*

Pupils with special educational needs (SEN) and/or a disability are encompassed within this vision through the promotion and embedding of our school values which will support pupils to achieve their potential and prepare them for adulthood.

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 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 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 Miss M Walker.

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 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 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 SEN Governor

The SEN governor will:

- Help to raise awareness of SEN and disability issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The SEN Governor is Mrs K Davies as Inclusion Lead.

4.3 The Headteacher

The head teacher will:

- Work with the SENCO and SEN 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 Phase Leaders

Each phase leader is responsible for:

- The progress and development of every pupil in their year group
- Working closely with any teachers, teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching across the year group or Key Stage phase
- Working with the SENCO to review each pupil's progress and development and lead the organisation and management of any changes to provision coordinated across the year group phase
- Ensuring their year group team follow this SEN policy
- Ensure that those pupils within their phase with a disability which does not impact on academic attainment, have due consideration to appropriate accommodations to enhance access to school life overall.

4.5 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

5. Monitoring arrangements

This policy and information report will be reviewed by both Miss Walker, SENCo, and Mr Arnold (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 Local 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