

PARSLOES PRIMARY SCHOOL



SEND Policy

Approved by the Governing Body –

Lauren Pearce
(Executive Head teacher)

Richard Hunter
(Chair of Governors)

Michelle Basri
(Inclusion Lead)

Contents

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

1. Aims

At Parsloes Primary School we are committed to offering an inclusive language rich curriculum to ensure the best possible progress for all of our pupils whatever their needs and ability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. Carefully chosen texts reflect the diverse communities we teach. All children with SEND are valued, respected and equal members of the school.



'All teachers are teachers of pupils with SEND' (SEND Code of conduct 2014)

Children may be said to have SEND if they are not making progress due to intellectual, physical, social, emotional and mental or health reasons. Some children will show persistent patterns of disturbance over longer periods, and maybe regarded as having Special Educational Needs.

However, we believe that all children are vulnerable to stress caused by personal circumstances and may experience behaviour or emotional disturbance at some time during their school career.

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

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 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.

The use of the term 'disability' is applied in line with the current terminology within the Equality Act 2010:

'..a physical or mental impairment which has a long-term and substantial adverse on their ability to carry out normal day-to-day activities.'

- Long-term' is defined as 'a year or more.'
- 'Substantial' is defined as 'more than minor or trivial.'

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Michelle Basri – Inclusion Lead / SENDCo – mbasri@parsloes.bardaglea.org.uk

SENDCo 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 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 SEND up to date
- Work with the school community to meet the schools SEF targets

4.2 The SEND governor (Lydia Rheling)

The SEND governor 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, termly.
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

The headteacher 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 SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, this is discussed and monitored at pupil progress meeting with members of SLT
- Raising concerns of children who may have SEND
- 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
- Adapt learning to meet the child's needs, with specific resources and adapted work where needed.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision. In addition, liaise with the SENDCo with regards to any children that may have SEND.
- Ensuring they follow this SEND policy
- Complete termly Learning Passport meetings with parents and set new targets
- Share information about children in their class when outside agencies request this.
- Review and set new targets with the SENDCo, annually, for EHCP

5. Monitoring arrangements

This policy and information report will be reviewed by Michelle Basri – Inclusion Lead and SENDCo annually, with the input of the school community. 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 plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions