



Approved by	Governing Body	Date: 29/11/21
Last reviewed on:	11/21	
Next review due by:	11/24	

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

We aim to identify SEND as soon as it is apparent in a child and believe in early identification and intervention. We ensure parents are involved in assessment and identification of needs. We can call on a wide range of specialist skilled staff within the school as well as outside agencies to provide advice and support. By targeting support effectively, we expect children with SEND to make accelerated progress.

Objectives

1. Early identification of pupils who have special educational needs and other additional needs is essential. When a child is experiencing difficulties in school parents are invited in and a Pupil Support Agreement is drawn up.
2. We work within the guidance provided in the SEND Code of Practice.
3. We operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching. We recognise that the class teacher is the most important resource for teaching all children including those with SEND.
4. The school has a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Inclusion Policy. The school also has a SENCo Assistant to support the administration of SEND and provide help and advice to pupils, parents and teachers.
5. Advice and training is provided for all staff working with pupils who have special educational needs. This includes both whole school training on specific difficulties and training of targeted staff on specific interventions.

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 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 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 Enoka Abey, admin@southborough.bromley.sch.uk

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

4.2 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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Patrick Foley and the SEND Team **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 plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Information Report
- Other guidance notes and appendices as appropriate.