



# SEND Policy

Draft prepared by:

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Chair of Governors:

Headteacher:

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## Introduction

The SENCo at Chase Bridge is **Hannah Gilbert**. She received her NASENCO qualification in **2021**. She is supported by Epp Jones as SENCo support within the Inclusion Team. The SEND Governor is Tony Meehan. Together with the SEND working group, they work to ensure that the Chase Bridge SEND Policy works within the guidelines of the SEND Code of Practice (2014) and is in alignment with the expectations and policies of the local authority.

## Aims

Our SEND Policy and Information Report aims to set out how our school supports and makes provision for pupils with special educational needs and disabilities. It will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Chase Bridge we promote inclusive practice and work to ensure that all children, whatever their needs or barriers to learning, are able to make excellent progress. Where necessary, reasonable adaptations should be made to personalise this provision. All teachers have a responsibility to provide for the full range of needs in their class by ensuring that planning and provision are suitably differentiated. The SENCo has a key role in supporting staff to help personalise the curriculum and liaise with parents/carers and a variety of agencies to ensure that children have access to the support that they need.

The aim of this policy is to explain and clarify how we:

- Develop and promote a positive and inclusive learning environment in our school;
- Identify and support children through careful assessment, monitoring and evaluation;
- Deliver appropriate intervention and support through targeted use of funding and effective deployment of staff;
- Maintain detailed records via a child's individual audit of provision;
- Work with external agencies and local authority organisations;
- Offer appropriate training and support for staff;
- Work collaboratively with parents and carers.

## 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 SEND information report.

## **Definitions**

A pupil has SEND if they have a learning difficulty or disability that 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.

## **Roles and responsibilities**

### **Headteacher**

The Headteacher is Daniel Bishop. The headteacher will:

- Work with the Special Educational Needs and Disabilities Coordinator (SENCo) and SEN 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.
- Allocate roles and responsibilities to staff so that special needs of individual pupils are met. To challenge the SENCo and make sure the pupils with special educational needs receive the best provision possible within the school.

### **SENCo**

The SENCO is Hannah Gilbert. The SENCO will:

- Work with the Headteacher and the SEN 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 SEN 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.
- 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 SEN up to date.
- Prepare statutory assessment documentation and other information for the Local Education Authority.
- Liaise with secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Amend the policy when major national or local initiatives make it necessary.
- Evaluate the policy annually and ensure current practice is implemented.
- Provide summaries to the SEN Governor via regular meetings.

### **Class teachers**

All teachers are teachers of children with special educational needs. Class teachers will:

- Track the progress and development of every pupil in their class.
- Work closely with the teaching assistants or specialist staff to plan and assess the impact of support and interventions and decide how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Have regular meetings with the SENCo to discuss each pupil's audit of provision, the effectiveness of the support given to individual pupils with SEND and ways of ensuring progress in all areas.
- Follow this SEND policy.
- Use assessment data to identify any learning difficulties.
- Support the pupils who have SEND within the class.
- Ensure ongoing observation and assessment for learning and provide regular feedback about the pupil's achievements in order to form the basis for planning the next steps of the pupils' learning.
- Consult and liaise with parents/carers/guardians about progress and ways to achieve targets.
- Complete Individual audits of provision by evaluating previous targets and setting new targets.
- Ensure that the Teaching Assistants are supporting pupils in their class, as directed.

### **Teaching Assistants**

Teaching Assistants will:

- Prepare and set up activities planned by the class teacher or discussed with the teacher.
- Support pupils in class or by withdrawing individuals and small groups for identified interventions.
- Attend INSET and courses where appropriate.
- Liaise with the teachers and the SENCo on the pupils' skills, knowledge and understanding.
- Feedback to teachers on how pupils carried out the work and contribute observational and assessment evidence to the pupils' audits of provision.

### **SEND Governor**

The SEND Governor is Tony Meehan. The SEND Governor will:

- Be fully involved in developing and monitoring the SEND policy.

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- Ensure that a named governor has responsibility for the implementation of the SEND policy.
- Challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs.
- Be informed of any complaints from parents relating to pupils with special educational needs and to ensure that these are dealt with promptly and professionally.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Consult the Local Educational Authority, as appropriate and the governing bodies of other schools, when it is necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- 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 headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.