



COLNEY HEATH SCHOOL

**Policy name: SEND Policy Colney
Heath JMI**

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1. Introduction

Colney Heath Primary school aims to provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals. The National Curriculum and Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having a special educational need and/or a disability. Teachers take account of these requirements and with reasonable adjustment make provisions, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities.

This policy ensures that curriculum planning and assessment for children with special educational needs and/or a disability takes account of the type and extent of the difficulty experienced by the child.

2. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils, whatever their special educational need and/or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates progression in learning.
- Enable each pupil to experience success and achieve their very best.
- Ensure that pupils with special educational needs and disabilities have equal opportunities to take part, as far as is appropriate, in all aspects of the school's provision.
- Identify, assess, record and regularly review pupil's progress and needs.
- Involve parents/carers in planning and supporting all stages of their child's development.
- Provide all pupils with strategies for dealing with their needs in a supportive environment and give them meaningful access to the National Curriculum.

3. 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 (SENCOs) and the SEND information report

4. Definitions

A pupil has SEND if they have a learning difficulty and/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.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Mrs A Billing

She 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 new schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher 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
- Apply for EHC plans or additional advisory support

5.2 The SEND Governor

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
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Head teacher

The head teacher will:

- Work with the SENCO 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

5.4 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 SEND policy

5.5 Teaching Assistants

Teaching assistants will:

- Understand the policy and how it relates to the identification, provision and assessment of pupils with SEND
- Attend training sessions where appropriate
- Feedback to teachers about the progress pupils that they have been working with have made during a lesson
- Have the opportunity to meet with the SENCO to seek advice

5.6 Parents

Colney Heath School values and promotes working with parents.

We aim to:

- Ensure all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and school
- Involve parents as soon as a concern has been raised. This may be done at a parent consultation or by a personal appointment with the class teacher or SENCO
- The SENCO is regularly available to discuss the child's needs and approaches to address these needs where appropriate after meetings with the class teacher
- Staff support parents understanding of external agency advice
- Recognise the pressures a parent may be under as a result of their child's needs
- Acknowledge the importance of parental expertise in relation to their knowledge of their own child
- Gain parental permission before referring children to external agencies

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **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.

7. Links with other policies and documents

This policy links to:

- SEND Information Report
- Accessibility Plan
- Positive Behaviour Policy
- Equality Policy
- Supporting Pupils With Medical Conditions Policy
- Admissions Policy
- Pupils Privacy Notice

8. Complaints Procedure

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or SENCO. We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion.

The school's complaint procedures are set out on the school website.