

SEND Policy



ADVANTAGE
S C H O O L S

Approved by: Trust Board

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1. Aims

Our SEND policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational and Disability needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Purpose

The policy will ensure that:

- The needs of those pupils with SEND are identified early through rigorous assessment and appropriate provision made to meet their needs.
- Those pupils with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities.
- Pupils with SEND are valued equally with all other pupils and will be enabled and encouraged to develop their potential to the full.
- The organisation of the school will ensure an appropriate support framework to respond to pupil's identified needs.

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

This policy also complies with our funding agreement and articles of association.

4. 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 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
- Has an Education and Health Care Plan

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

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 SENDCo

They will:

- Work with the Principal 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 Principal 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

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 SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.3 The Principal

The Principal 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

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND information report

SEND Information reports are pertinent to each setting. These reports are available on each schools website and will be reviewed annually by the schools

7. Complaints about SEND provision

Complaints about SEND provision in the school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

8. Monitoring arrangements

This policy and information report will be reviewed **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Information report for relevant school