



Dowson Primary Academy

SPECIAL EDUCATIONAL NEEDS POLICY

Amended April 2020 due to partial closure in
response to the outbreak of COVID-19

Review Cycle: Annually

Date Agreed by Local Governing Body:

Signed Principal:

Signed Chair of Governing Body:

Jenny Garside



Amendment April 2020 in response to the partial closure of school due to the outbreak of COVID-19

As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:

- those who are vulnerable
- those whose parents/carers are critical to the coronavirus (COVID-19) response.

The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.

During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion

This means that the majority of children with SEND will remain at home during the closure of schools and therefore 'Part 2 Legislation and guidance' of this policy has been superseded/amended by the directive from Government made on March 23rd under the Coronavirus Act 2020.

Please see the updated SEN information report for details on the practical implementation of this legislation.

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



This SEN policy aims to outline the vision and values held regarding SEN and disability at Dowson Primary Academy, whilst the SEN information report describes the vision and values are actualized within school. The SEN information report is intended to be a useful and accessible document and is therefore written with a parental audience in mind in the style of 'Frequently Asked Questions'.

Dowson's Vision is '*Today's generation makes a positive difference to tomorrow's world*' and this is equally pertinent, if not more so, for children with SEN and disability. The systems and provision in place at Dowson, as detailed in the SEN information report, all centred around this statement and are geared towards making this a reality.

Dowson believes that the majority of children learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, children with SEN and disabilities will be taught with their peers and work towards similar objectives from their year group curriculum within each lesson.

2. Legislation and guidance

This policy and the separate SEN information report (found on the school website) 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

This policy also complies with our funding agreement and articles of association, as well as all associated policies at school and Trust level.

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 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 Mrs.

Jennifer Garside

They will:

- Work with the Principal 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 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 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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
- Maintaining all relevant paperwork so that it is up-to-date and an accurate reflection of provision and current attainment.
- Being the first 'point of contact' for Parents regarding their child's education

7. Links with other policies and documents

This policy, and our SEN Information Report, links to the following policies and documents:

- Accessibility plan
- Teaching and Learning Statement
- Medical Policy
- Dowson Admission Policy
- Behaviour & Discipline Policy