



Dowson Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

December 2022

Review Cycle: Annually

Signed Principal:

Signed Chair of Governing Body:

Rachel Douse



1. Aims

Our SEND policy and information report aims to:

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

This SEN and disabilities policy aims to outline the vision and values held regarding SEN and disability at Dowson Primary Academy, whilst the SEND information report describes how the vision and values are actualized within school. The SEND 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 SEND information report, all centre 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/related objectives from their appropriate year group curriculum within each lesson.

2. Legislation and guidance

This policy and the separate SEND 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, SEND Co-ordinators (SENDCOs) and the SEND 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 SEND 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 SENDCO (or SEND Lead)

The SEND Lead is Mrs. Rachel Douse

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 SEN and disabilities, 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 and disabilities 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 SEN and disabilities up to date



4.2 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 SEND Lead to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SEND Lead 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 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 SEND Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN and disabilities 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 SEND Information Report, links to the following policies and documents:

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