

SEN policy

Sholing Junior School



Approved by:

Jane Butler, Chair of
Governors

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Next review due by:

6th May 2022

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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

At Sholing Junior School, we believe that all children with Special Educational Needs and/or Disabilities should be given every available opportunity to achieve their full potential.

It is our policy that all children are valued equally, regardless of their ability or behaviour.

We believe that all children are entitled to access a broad and balanced curriculum differentiated to meet their individual needs and for them to participate fully in all activities organised by the school. Pupils with special educational needs are entitled to and deserve an enhanced level of resourcing. We expect all pupils to learn and progress within their individual capabilities.

We believe that teachers are teachers of all children, including those with SEND and responsible for raising the aspirations of and expectations for all pupils.

Objectives

- To identify and provide for pupils who have special educational needs and/or additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCo who will work within the SEN Policy.
- To provide support and advice for all staff working with pupils with special educational needs
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

2. 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 SEN information report

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 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Lucy Jones and she can be contacted via the School Office: Telephone 02380 447448 or email senco@sholing-jun.co.uk. The SENCO has achieved the SENCO Accreditation and is allocated 3 days a week to manage SEN provision.

The SENCO will:

- › Work with the headteacher 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 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 is Mrs. J. Harper and can be contacted by email at jharper@sholing-jun.co.uk.

The SEN governor will:

- › Help to raise awareness of SEN issues at governing body meetings
- › Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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

5. SEND information report

<https://primarysite-prod-sorted.s3.amazonaws.com/sholing-junior-school/UploadedDocument/09e534c3fcb14c818fe83c5168f67c55/send-information-report-mar-2021.pdf>

6. Monitoring arrangements

The SEND Policy will be reviewed by the SENCo, Head teacher, SEND Governor and Parents. This policy will be reviewed in March 2022.

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 body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Disability and Equality
- *Accessibility plan*
- *Supporting pupils with medical conditions*

We comply with the General Data Protection Regulation as it applies in the United Kingdom tailored by the Data Protection Act 2018.