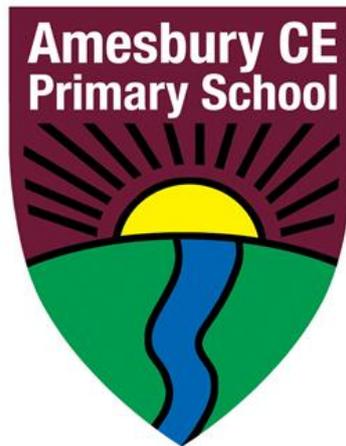


# Amesbury CE Primary School

“Whatever you do, work at it with all your heart” Col 3:23



*Kindness* ◇ *Dignity* ◇ *Endurance*

## SEN Policy

Policy date: **September 2020**

Review date: **September 2021**

## Aim of Policy

Our SEN policy aims to:

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

We aim to do this through our whole school vision and values which are:

“Whatever you do, work at it with all your heart”

Colossians 3:23

To allow all members of the community to be the best versions of themselves possible through our Christian values of:

- ❖ Dignity
- ❖ Kindness
- ❖ Endurance

Leading to learners who **work hard** and **show kindness**

This policy is designed to ensure that children with SEN receive a high quality, inclusive education.

## 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.

## 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 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.

## Roles and Responsibilities

### The SENCo

The SENCo is **Mr Tom Humphreys**. He is contactable on **01980 623009** or via email by **senco@amesbury.wilts.sch.uk**.

The SENCo is responsible for:

- Working with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having 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 headteacher 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

### The SEN Governor

Our governor with a focus for SEN is: **Angela Bayliss**.

Our SEN Governor is responsible for:

- Helping 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 headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

### The Head Teacher

The Head Teacher 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

### **Inclusion Manager**

At Amesbury CE Primary School we have a designated Inclusion Manager in addition to our SENCo. Our Inclusion Manager is responsible for:

- Leading on the school's Inclusion provision with particular responsibility for all pupils who fall within this area, including pupils with SEN, EAL, vulnerable pupils and those in receipt of the Pupil Premium Grant.
- Promoting and safeguarding the welfare and development of children and young people within the school.
- Supporting and advising the pastoral team regarding care and arrangements for pupils with an identified need.
- Supporting and advising the site tem with ensuring that the school is accessible for all pupils.

### **Class Teachers**

Each class teacher is responsible for:

- 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.

## **Identifying Need**

The SENCo works in partnership with all other adults in order to assess children's needs. A class teacher, TA, parent or other adult in school may refer the child to the SENCo for additional support.

If a child is deemed as needing additional support, the SENCo or class teacher may complete additional assessments and reviews of the child's progress. This will inform teaching staff of support that can be offered to the child.

At any point, parents can arrange a meeting with the SENCo to discuss progress and any additional needs their child may have.

## **Staff Training**

At Amesbury CE Primary School we are committed to ensuring that all staff have access to appropriate training to develop their skill set in order to provide the best support for all children. Training is delivered both in house and externally with staff being able to access training and support that is suitable and appropriate for the children they support.

## **Monitoring Arrangements**

This policy and information report will be reviewed by the SENCo, in conjunction with the SEN Governor and Headteacher 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.

### **Links with other policies and documents**

In addition to this policy our school produces a SEN Information Report which is updated yearly.

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN Information Report