

SEND Policy



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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

KWS is a secondary SEMH school, as such we strive to give equality of opportunity, equal access to a broad and balanced curriculum, differentiated learning which meets all needs, improved and sustained self-esteem and enjoyment, and praised success to promote the academic and holistic learning for all its pupils. We will endeavour to:-

- a. Use consistent criteria to assess a child's performance and to identify strengths as well as weaknesses, so that the rate of progress can be monitored.
- b. Provide and deliver appropriate programmes of study or differentiated materials where necessary.
- c. Embed clear processes which will enable staff to monitor progress and to use timelines and preocdueres to record the work of all of our pupils.
- d. Ensure that staff recognise that there is a continuum of needs and a continuum of provision and support. To also ensure a structure is provided so that outside agencies can be involved at the appropriate stage.
- e. Ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with SEND with whom they come into contact.
- f. Establish procedures which enable staff to liaise with parents on a formal and non-formal basis.

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 that 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 Sarah Nichols-Weaver.

They will:

- › Work with the leadership team and SEN trustee 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 (LA) 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 trustee

The SEN trustee 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The leadership team

The leadership team will:

- › Work with the SENCO and SEN trustee 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. Monitoring arrangements

This policy and information report will be reviewed by Sarah Nichols-Weaver **every 2 years**. It will also be updated if any changes to the information are made during the year. It will be approved by the trustees.

6. Links with other policies and documents

This policy links to the following:

- Behaviour policy
- Admissions policy
- Curriculum policy
- SEN information report Bedford site
- SEN information report Milton Keynes site.