



Ashford Hill Primary School

Be the best we can be

Name of Policy	SEND Policy
Scope of Policy	Special Educational Needs and Disabilities at Ashford Hill Primary School
Approved by	Principal
Date of Approval	October 2024
Review period	Annually
Review Date	October 2025

GROWING STRONGER TOGETHER



**THAMES LEARNING TRUST**

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### 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 SEND

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process, by including them in target setting and reviews where appropriate.

### 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 coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEND 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 SENDCO**

The SENDCO at Ashford Hill Primary School is Catherine Hudson

Her contact details are: [chudson@ashfordhill.hants.sch.uk](mailto:chudson@ashfordhill.hants.sch.uk)

They will:

- Work with the principal and SEND trustee 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND 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 (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 SEND up to date

### **4.2 The SEND trustee**

The SEND trustee 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The principal**

The principal will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Lesson planning to develop children's understanding through the use of all available senses and experiences and using a variety of teaching techniques;

- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;➤ Helping children to manage their behaviour and to take part in learning effectively and safely;
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. Monitoring arrangements

This policy will be reviewed by the SENDCO and Principal **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.

## 6. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy