

Updating SEN Policy

Compliance

SEND Code of Practice 0-25 September
Special Educational Needs and Disability Regulations
Equality Act : advice to schools DfE
Statutory Guidance on Supporting pupils with Medical Conditions
The National Curriculum in England
Safeguarding Policy
Accessibility Policy
Teacher Standards

Details of how your policy was developed - consultation from all teaching staff, Governors, pupils, parents, cross reference to other documents and school policies

Date established by Governing body
Signatures of Chair of Governors, SEN Governor, Headteacher, SENCO

Contextual information about your school

Section 1	
SENCO name and contact details	
Details about the SENCO - Qualifications, National Award for SEN, position in school, name of the advocate for SEN on school SLT	
Date of Policy and review date	
Mission, vision, beliefs and values of your school - SEND - Every Teacher is a teacher of children with special needs.	
Section 2	
Definition of SEND	
Aims - the schools approach to SEN, what you want for your pupils (raise aspirations of and expectations for all)	
Objectives - how you are going to do it e.g. To identify and provide for pupils who have special educational needs and additional needs, to work within the guidance provide in the SEND Code of Practice to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy, to provide support and advice for all staff working with special	

educational needs pupils	
Section 3	
Identifying Special Educational Needs	
How you identify pupils with SEN in your school? Who is responsible for identification and what criteria will they use? (Referring to the four categories defined in the Code of Practice: Communication and interaction, Cognition and learning, Social, emotional and mental health issues, Sensory and/or physical needs). Give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Explain that at your school/setting you identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.	
Section 4	
<p>A Graduated Approach to SEN Support</p> <ul style="list-style-type: none"> • Quality first teaching and the role of the class teacher/subject specialist teacher in providing for all pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. • Describe how your school regularly and carefully assesses, reviews learning progress to inform decisions around adapting the curriculum and learning environment for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. • How does your school decide whether to make special educational provision? This should involve the teacher and 	

<p>SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Parents and pupils need to be included in this process.</p> <ul style="list-style-type: none"> • Describe the steps you take as a school/setting in applying the ASSESS - PLAN - DO - REVIEW cycle. • For higher levels of need, describe your schools arrangements to draw on more specialised assessments from external agencies and professionals. 	
<p>Section 5</p>	
<p>Managing SEN Support Consider the Process not the provision. Remember that this is now a single category of support, SEN Support, so your school/setting can decide how you are going to break down the graduated approach.</p> <p>Key considerations include :</p> <ul style="list-style-type: none"> • What cycle/ system for assessing, planning, delivering, reviewing and recording provision do you use? IEPs Provision Maps, Pastoral Support Plans, Person Centred Plans, Pupil Passports • Who keeps this up-to-date? • How often is it reviewed and how does it feed into pupil progress meetings? • How is the level of provision decided? • How do senior leaders and governors monitor and evaluate the impact of the school's SEN Provision? • When and how are parents, families, children and young people involved? • Explain the processes for engaging additional support 	

<p>services.</p> <ul style="list-style-type: none"> • If the school/setting identify that additional funding and support are needed from the LA High Needs Block, describe what this process looks like. Where do you find your information? Who needs to be involved? • How does your school ensure pupils with SEN participate in all activities together with all pupils who do not have SEN • What support does your school offer for supporting the self esteem of pupils with SEN? • Explain the processes when SEN support is no longer required 	
<p>Section 6</p>	
<p>Supporting Pupils and Families</p> <ul style="list-style-type: none"> • Guide parents and pupils towards the LA local offer • Provide a link directly to the school's statutory requirement to provide a SEN Information Report • Links with other agencies to support the family and pupil • What are your admission arrangements and where can they be found? • How do you ensure SEN children are able to access exams and other assessments and who is responsible for this in your school? • Transition - from class to class, across key stages and to another school and Post 16 • Provide a link here to the schools policy on managing the medical conditions of pupils and your Accessibility Plan 	

Section 7	
<p>Supporting Pupils at School with Medical Conditions</p> <ul style="list-style-type: none"> • The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act. • Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. • Describe the arrangements in place in school to support pupils at school with medical conditions and provide link details with the school's policy for supporting pupils with medical conditions which you will need to provide in line with new recent guidance published by DfE • State how your school approaches its statutory duties in terms of increasing accessibility over time. Link to Accessibility Plan 	
Section 8	
<p>Monitoring and Evaluation of SEN</p> <ul style="list-style-type: none"> • Refer to the school's practice in regularly and carefully monitoring and evaluating the quality of provision you offer all pupils • How do you do this? Regular audits, sampling of parent views, pupils views, staff views? Role of the school governors? - SEN Information Report • Explain how evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils 	
Section 9	
Training and Resources	

<ul style="list-style-type: none"> • How is SEN funded? • How are the training needs of staff identified and planned? • In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. • All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. • The school's SENCO regularly attends the LAs SENCO cluster meetings in order to keep up to date with local and national initiatives in SEND. 	
Section 10	
<p>Roles and Responsibilities</p> <ul style="list-style-type: none"> • Role of SEN Governor • Role Headteacher within SEND • Role of SENCO • Role of class/subject teachers within SEND • Role of SEN Teaching Assistants • Pupils responsibilities • Parent/Carers responsibilities • Name of Designated Teacher with specific Safeguarding responsibility • Name member of staff responsible for managing support for CLA • Name of member of staff responsible for managing 	

<p>Pupil Premium</p> <ul style="list-style-type: none"> Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils 	
Section 11	
<p>Storing and Managing information</p> <ul style="list-style-type: none"> How are documents stored. Refer to the school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) 	
Section 12	
<p>Reviewing the Policy</p> <ul style="list-style-type: none"> Detail here how you keep your policy under review at school. SEN policy is reviewed annually. Give review date How your school handles complaints from parent/carers of pupils with SEN about SEN provision 	

Consider what is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a CLA
- Being a child of Serviceman/woman

Remember that identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child/young person well.