

SEN Policy 2020 - 2021



Approved by:

Date: 04.01.2021

Chair of Governors	Mr Brian Main
Woodlands HT	Miss Joanne Bingwa
Lancaster HT	Mis Naomi Haughton
Birchwood Junior School HT	Mr Matthew Davies

Last reviewed on: 04.01.21

Next review due by: September 2021

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

(NASEN Mission statement)

Introduction:

- a. This policy outlines the nature and management of Special Educational Needs at The Birchwood Federation.
- b. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body.
- c. The implementation of this policy is the responsibility of the Head Teacher, SENCO and all teaching and classroom support staff.
- d. The SENCO, Carrie Page, has the National Award for Special Educational Needs Coordination (NASENCO – Northampton University) and is a member of the Senior Leadership Team.
- e. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents;
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0-25 (September 2014)
 - Schools SEN information Report Regulations (2014)

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
- SEN Graduated Approach
- Reference to The SEN Information Report

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 Miss Carrie Page Carrie.Page@birchwood.lincs.sch.uk

They will:

- The SENCO will attend training courses/SEN Forums in order to be continually up-skilled in supporting those children with special educational needs.
- Regularly attending LA's SENCO network meetings in order to keep up to date with local and national updates
- Work with the headteachers/Deputy Headteachers across The Birchwood Federation 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 previous providers and 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
- Administering submissions for special arrangements for statutory testing
- Along with Class teachers or specialized 1:1 support hold reviews for SEN Support and Annual Reviews for EHC pupils.

4.2 The SEN governor

The SEN governor will: Mrs Jude Smith

- 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 headteachers of The Birchwood Federation and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Birchwood Federation Headteachers

The headteachers 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
- Be part of all SEN review meetings correlating to the children in their class
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by The Headteachers & SENDCO **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 our policies on:

- SEN Information Report
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- More Able Policy (Is this for the infant schools as David mentioned something different for the junior school)