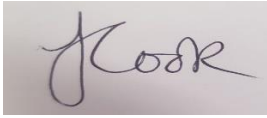




SEND Policy

For Bidbury Infant School

Name of Unit School	Bidbury Infant School
Date Policy Reviewed	September 2022
Name of Headteacher	Julie Cook
Signature of Headteacher	

Policy Statement

1. Introduction

Our SEND policy and information report sets out how our school will support and make inclusive provision for pupils with Special Educational Needs and will explain the roles and responsibilities of everyone involved.

2. Legislation:

This policy 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 SEN and disabilities
- The Special Educational Needs and Disability Regulation 2014, which set out schools' responsibilities for education health and care plans, SEN coordinators and the SEN information report. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

3. Definition:

A pupil has SEND if they have a learning difficulty or disability which calls for special education 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 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. Purpose:

We at Bidbury Infant School believe that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs or a disability at sometime during their school life. Some pupils may require support throughout their time in school whilst others may only need help for a short period of time. In order for these pupils to make good progress, we must recognise this and plan accordingly. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student. Teachers take into account in their planning a pupil's special educational needs and that provision enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Bidbury Infant School aims to offer an inclusive curriculum that involves a multi-sensory approach and choice to all our children whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectation of all our children and want them to feel that they are a valued part of our community.

We aim to:

- Create an environment that meets the special educational needs of each child
- Ensure that the special educational needs of children are accurately identified and provided for through carefully thought out provision.
- Identify the roles and responsibilities of staff and governors in providing for children's special educational needs.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Enable all children to have full access to all elements of the school curriculum and are able to experience success.
- Ensure that parents/carers are able to support their child's education and development.
- Ensure that our children have an input in this process.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS). Health Visitors, Occupational Health Therapists and Physiotherapists.

5. Roles and Responsibilities:

This policy will help ensure that the school takes positive action to support vulnerable pupils. Provision for children with special educational needs is the responsibility of the whole school. It is each teacher's responsibility to provide for children with SEND within their class. All staff are responsible for helping to meet an individual's needs and for following the school's plan and procedures for identifying, delivering and making provision to meet those needs.

The governing body in co-operation with the Head Teacher has a legal responsibility for determining the policy and provision for pupils with SEND. The full governing body has appointed a governor (inclusions governor) who takes particular interest in this aspect of the school.

The Head Teacher has responsibility to:

- Work with the Inclusion Manager and Inclusions Governor to determine the strategic development of the SEND policy and provision in the school.
 - Manage all aspects of the schools' work including the provision for SEND pupils.
 - Keep the governing body informed about SEND issues.
 - Ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND.
 - Ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
 - Ensure that the progress and attainment of pupils with special educational needs or disability are monitored and evaluated when reviewing the effectiveness of the support given.
 - Ensure that the implementation and effectiveness of this policy is monitored and reported to governors.
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- The SENDCo has responsibility to:
 - Work with the Headteacher and Inclusion governor to determine the strategic development of the SEND policy and provision in the school.
 - Oversee the day to day operation of this policy and co-ordinate the specific provision made to support individual pupils with SEND including those with an EHCP.
 - 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.
 - Be the point of contact for external agencies, including the local authority and its support services. Arrange meetings and provide a link between agencies, teachers and parents.
 - Liaise closely with parents of pupils with SEND arrange regular meetings individually and in groups.

- Support class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupil and advising on resources and materials to use with pupils with SEND.
 - Carry out detailed assessments and observations of pupils with specific difficulties. Monitor and evaluate the impact of interventions.
 - Advise on the allocation of the school's delegated budget and other resources to meet pupils' needs effectively.
 - Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Maintain the school's SEND register ensure that all records are up to date.
 - Liaise with the SENDCO's in receiving schools to ensure pupils and their parents are informed about options to help provide a smooth transition from one school to another.
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- Classroom Teachers are responsible for:
 - Identifying children with SEND.
 - Providing high quality inclusive teaching which removes barriers to learning and supports achievement.
 - Planning lessons that are differentiated for individuals.
 - Including pupils with SEND in the classroom provide an appropriate curriculum.
 - Ensuring that they access all available information and support to make effective educational provision for all pupils.
 - Making regular assessments of progress of all pupils in their class.
 - The progress and development of pupils in their class, assessing the impact of support and interventions.
 - Working with the Inclusion Manager to review each pupil's progress and development and decide on any change to provision.
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- The Governing Body will ensure that:
 - SEND provision is an integral part of the school improvement plan
 - The necessary provision is made for any pupil with SEND.
 - The progress and attainment of children with special educational needs or disabilities are monitored and evaluated when reviewing the effectiveness of the schools' support for children with SEND.
 - They are fully informed about SEND and the quality of the SEND provision is regularly monitored.

6. Monitoring and Evaluation:

The success of the schools SEND policy and provision is evaluated through:

- The monitoring of classroom practices by the SENDCO and subject co-ordinators.
- The analysis of pupil tracking data.

- Termly monitoring of procedure and practice by the inclusion governor, analysis of progress and attainment for children with SEND.
- Half termly monitoring of IEP's through learning walks, pupil interviews, books looks a SENCDo Surgeries by SENDCo and subject leaders.
- The school improvement plan.