

Berwick Middle School

SEND Policy



Date agreed by Governors	May 2018
Date of review	May 2019
Responsible officer	Katy Reeve

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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/or disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a school we will:

- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and information for all.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

- Use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory/physical

- Request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND 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 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 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every pupil in their class
- Adapting their practice to be inclusive of all learning needs, before approaching the SENDCO
- Knowing the identified learning needs of the pupils in their class/es
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Contributing to the review process for pupils on the SEND register

4.2 The SENDCo

The SENDCo is Mrs Katy Reeve

They will:

- Work with the headteacher and SEND governor 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.4 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Complaints

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the subject teacher. If the concern continues then the SENDCo will be involved in the discussion. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the concerns should be put in writing to the SEND Governor.