



Doc. Ref: **BerkeleyPrimary-28-003**
Page No.: **1 of 6**
Doc. Date: **Spring Term 2018**

Commercial
Uncontrolled if Printed



Special Educational Needs and Disabilities (SEN D)

Written by	Bev Williams and Alex Robbins
Verified by	The Governing Body
Approved by	Community and Standards Committee
Review Date	Spring Term 2019



Doc. Ref: **BerkeleyPrimary-28-003**
Page No.: **2 of 6**
Doc. Date: **Spring Term 2018**

Commercial
Uncontrolled if Printed

Berkeley Primary School
Berkeley
Gloucestershire
GL13 9AZ
T: +44 (0) 1453 810254
Email : admin@berkeley.gloucs.sch.uk

SEND Policy

Introduction

Berkeley Primary School values the contribution that every child and young person can make and welcomes diversity. The School seeks to raise achievement, remove barriers to learning and ensure physical and curricular access for all. All children with Special Educational Needs and/or Disabilities (SEND) are valued and respected as equal members of the School. At Berkeley Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their potential. We acknowledge that a significant proportion of pupils will have SEND at some time in their school life. Some children may need a little extra support for a short period to help them overcome temporary needs whilst others may need support for longer. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Provision for pupils with SEND is a matter for the School as a whole; all teachers are teachers of children with SEND. The Governing Body, Headteacher, SENDCO and all other members of staff share the responsibility for ensuring that this policy is fully implemented.

1. SEND Policy

It is the Policy of Berkeley Primary School to take a whole school approach to SEND, ensuring that children with SEND engage in the activities of the School alongside pupils who do not have SEND. In particular, we will:

- Uphold Berkeley Primary School's values of compassion, creativity, curiosity, integrity, resilience, and respect.
 - Enable every pupil to experience success by developing inclusive teaching and learning strategies and resources
 - Provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum
 - Promote individual confidence and a positive attitude
 - Ensure that all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum, including the EYFS and National Curriculum,
-



that is relevant and differentiated and that demonstrates coherence and progression in learning

- Give pupils with SEND equal opportunities to take part in all aspects of the School's provision
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and to have that opinion, views and wishes considered in any matters affecting them
- Identify early, assess, record and regularly review pupils' progress and needs
- Group for teaching purposes to enhance access to learning
- Deploy teaching partners or other support/specialist staff to support learning
- Differentiate and personalize the curriculum and teaching strategies when appropriate
- Involve parents/carers in planning and supporting at all stages of their child's development
- Work in partnership with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- Ensure appropriate use of the SEND budget
- Follow the Graduated Pathway (the steps taken from classroom strategies, to outside agency support) for SEND and adhere to the SEND Code of Practice (as below)
- Ensure the School has arrangements in place to support children with medical conditions

In order to achieve these policies, we will:

- Identify and make provision for pupils who have SEND or additional needs
 - Work within the guidance provided in the SEND Code of Practice (2014)
 - Uphold a whole school approach to the management and provision for pupils with SEND
 - Provide a SEND Information Report for parents and families
 - Set the Headteacher objectives related to the identification, provision and progress of learners with SEND and measure performance against those objectives on a termly basis.
-



- Support and advise all staff working with pupils with SEND

2. Legislation, compliance and guidance

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 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
- This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:
 - Equality Act 2010: advice for schools DfE February 2013
 - SEND Code of Practice 0-25 (July 2014)
 - Schools SEN Information Report regulations (2014)
 - Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
 - The National Curriculum in England: framework for Key Stage 1 and 2 9July 2014)
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2012

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

3. Definitions

A pupil has SEND if they have a learning difficulty and/ 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 others of the same age, or
 - A disability which prevents or hinders them from making use of educational 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.

Some children and young people who have SEN may have a disability under the equality Act (2010). Disability is defined as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. In this definition ‘long term’ is defined as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. This includes sensory impairments (affecting sight and hearing) and long-term health conditions (asthmas, diabetes, epilepsy, cancer etc.). Children with some of these conditions do not necessarily have SEN but there is a significant overlap. Where a disabled child or young person requires SEN provision they are covered by the SEND definition.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is our Inclusion Manager, Beverley Williams (sen@berkeley.gloucs.sch.uk)
The SENDCO 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 pathway 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
- 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 body 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 Governor



The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Ensure the quality and effectiveness of SEND provision within the School is properly monitored 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

4.3 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

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 partners and 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

5. Links with other policies and documents

Links to other relevant documents:

Disability, Equality and Accessibility plan
Behaviour
Intimate Personal Care and Clinical Tasks
