



Thompson
Primary School

SEND Policy 2022-2023

Co-operative East Education



Co-operative
Education
East

Approved by:	TGC	Date: November 2022
Last reviewed on:	November 2022	
Next review due by:	November 2023	

1. Aims

At Thompson Primary School we are committed to provide all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

To achieve this aim we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy feel safe and flourish.
- We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within a child to a holistic approach where the school community does everything we can to meet a child's needs.
- We are committed to identifying a pupil's special educational need/s at the earliest point and then making effective provision to ensure improvement in long term outcomes.
- Work in close partnership with parents and carers to achieve these aims. This includes ensuring parents are able to participate fully in decisions and being provided with information and the support necessary to enable this.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self- advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching and resources to respond to the strengths and needs of all pupils.
- Employ a qualified Special Needs Coordinator who will have responsibility for the day to day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

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 coordinators (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 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 school SENCO is Judith Jarrett

They will:

- Work with the head teacher 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 how 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 head teacher 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 SEN up to date.

4.2 The SEN governor

The SEN governor is Tina Sales

They will:

- 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The head teacher

The head teacher is Lisa Heath

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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.
- Ensuring they follow this SEN policy.

5. Links with other policies and documents

This policy has specific links with:

- The Behaviour Policy,
- Equal Opportunities Policy,
- The Homework Policy,
- The Health and Safety Policy,
- The Teaching and Learning Policy,
- The Assessment Policy
- All other curriculum subjects.

Further Information for Parents and Carers, including other useful links can be found in Appendix A

Reviewed: **Review Due:**

Signed: L Heath (Head teacher)

Signed:

Date: