



## Harwell Community Primary School

### SEND Policy

Reviewed by SLT	January 2022
Ratified by FGB	15th February 2022
next review due	academic year 2022/23

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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### **Aims**

The Governors and staff at Harwell Primary school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum with quality first teaching. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

Our SEND policy and information report aims to:

- ensure that our curriculum is responsive and inclusive to all children whatever their individual needs.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

Harwell School is committed to being a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and/or disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Where children with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

### **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, SEND Coordinators (SENDCOs) and the SEND information report

### **Definitions**

A child has special educational needs and or disability (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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, and/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.

### **Roles and responsibilities**

#### **The SENDCO**

The SENDCO works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs and/or disability.

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 coordination 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 inclusive 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 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

#### **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 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

### **The headteacher**

The headteacher will:

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

### **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 SENDCO to review each pupil's progress and development and decide on any changes to provision using a Plan Do Assess Review report updating this termly and reporting to parents at the parent consultations in the Autumn and Spring terms and attaching to the formal End of Year Report in the Summer term
- Ensuring they follow this SEND policy

### **Monitoring arrangements**

This policy and information report will be reviewed annually and updated if any changes to the information are made during the year. It will be approved by the governing body.

### **Links with other policies and documents**

[School Information Report](#)

[Accessibility plan](#)

[Behaviour](#)

[Equality information and objectives](#)

[Supporting pupils with medical conditions](#)