

SEN policy and information report



Written by:	Andi Gilroy-Sinclair	Date: October 2019
Last reviewed on:		
Next review due by:	October 2020	

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions.....	2
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	4
7. Links with other policies and documents.....	4

1. **Aims**

Our aim is to provide a broad and balanced range of learning experiences across the seven areas of learning of the Foundation Stage curriculum for all children. We believe that each child is unique and should be treated and respected as an individual, irrespective of gender, race, religious belief, ability or social background. The Special Educational Needs (SEN) Policy coincides with the school's aims and policies on teaching and learning and an inclusive approach to all Early Years practice. The fundamental aim is to help all children with SEN to feel valued and able to overcome any barriers to learning and participation within the nursery school.

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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 (SENDCos) and the SEN 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 The SENDCo

The SENDCo is Mrs Andi Gilroy-Sinclair

They will:

- Work with the SEND 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 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 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 SEN governor

The SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the 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

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Key Person

Each key person is responsible for:

- The progress and development of every pupil in their group
- Working closely with class teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching and provision
- Ensuring they follow this SEND policy

5. SEN information report

This policy links to our SEND information report which can be found on our website, this outlines what we offer at Flatts in terms of SEND.

6. Monitoring arrangements

This policy will be reviewed by Andi Gilroy-Sinclair every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions