

Special Educational Needs & Disability (SEND) Policy

Date	Review Date	Headteacher	Nominated Governor
13/01/2023	01/2024	D. Edwards	Daniel Childerhouse

The Coordinator for this policy is the school's SENDCO. Day to day responsibility for the implementation of the policy lies with the Head Teacher.

1. Aims of this policy and SEND vision

Our SEND policy aims to:

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

Future Education will:

- Comply with the Special Educational Needs & Disability Code of Practice and all legislation outlined in section 2 of this policy.
- Adopt a clear process for all SEND learners, beginning with an initial assessment that informs academic grouping and the development of support plans.
- Employ effective baselining and tracking processes for all learners.
- Work cohesively to identify and support interventions and diagnostic assessments beyond the needs identified in a learner's referral/EHCP.
- Use effective communication to share information regarding SEND learners.
- Conduct and maintain accurate mapping of all SEND provision.
- Set high aspirations for all learners with SEND.
- Work in partnership with all appropriate external agencies to meet the needs of all SEND learners.
- Ensure that the school environment and offer is accessible to all.
- Ensure that the school curriculum is enriching and differentiated.
- Hold weekly Teaching and Learning Team meetings, which will be attended by the SENDCO to provide input and support to teaching staff and the curriculum.
- Hold twice half-termly Learning Support Team meetings, led by the SENDCO, to deliver further CDP and support to Learning Support Assistants.
- Provide regular and relevant CPD to support learner with SEND to all staff.

Policies

2. Legislation

This SEND 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 students 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 (SENDCOs) and the SEN information report.

3. Definition of SEND

A student 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 the 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.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Roles and responsibilities

4.1 The SENDCO will:

- Determine the strategic development of policies relating to SEND in the school, including linked policies such as Inclusion and equality, and ensure that the school meets requirements of the SEND Code of Practice 2014
- Take responsibility for day-to-day coordination of specific provision to support individual students with SEND, including professional guidance and to colleagues to enhance teaching practice
- Coordinate and if required lead the CPD and training of staff to support students with SEND, ensuring that provision is of the highest quality
- Coordinate a team of Learning Support Assistants and SEND intervention practitioners undertaking supervisions, managing performance, providing direction and support etc.
- Lead and implement effective processes for monitoring, evaluating, and developing the school's SEND provision and to provide data, reports and information as required

Policies

- Plan and teach part of the curriculum to all students
- Coordinate the support assigned to student premium students and children in care/previously in care

4.2 The SEND Governor will:

- Discuss SEND issues at governance level.
- Monitor SEND and disability provision across the school and update the governing board accordingly.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision across the school.

4.3 The headteacher will:

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

4.4 Class teachers will:

- Take responsibility for the progress and development of their students.
- Working closely with any teaching assistants or specialist staff to plan and deliver differentiated learning and provision for their students.
- Understand their responsibilities in line with the SEND code of practice.
- Feed into the reviewing of SEND provision and individual learner's needs.
- Ensure they are aware of and follow this SEND policy

5. Monitoring arrangements

This policy will be reviewed annually by the school SENDCO. It will also be updated if any changes arise that warrant it to be reviewed at any time. Any amendments will be sent to the governing board for approval.

6. Further information and linked policies

You can find out about our school policies on our website: www.futureeducation.org.uk

Headteacher:	Debbie Edwards	Date:	
Chair of Governing Body:	Daniel Childerhouse	Date:	