



Brampton Village Primary School

Special Educational Needs and Disability Policy

'Quick Read Policy'

Date Agreed	November 2021
Date of Review	November 2022

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Philosophy and Aims

At Brampton Village Primary School we are committed to meeting the needs of all our pupils. In response to special educational needs and disability we believe that:

- All children have the right to learn together within the mainstream setting.
- Children with a SEN or disability should be offered access to a broad and balanced and relevant education including the National Curriculum.
- Parents of children with a disability or SEN have a vital role to play in supporting their child's education.
- The views of disabled children and those with SEN should be sought and taken into account.
- Every teacher is a teacher of every child, including those with SEN.

Our SEN policy and information report 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 SEN
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2. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.66 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 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Statutory Framework for the Early Years and Foundation Stage 2017
- The Children and Families Act 2014
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

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 SENCo

The SENCo is Mrs Belinda Pettitt

They 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 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 headteacher 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 SEND up to date

4.2 The SEN governors

The SEN governors are Mrs Sheryl Dachs and Mrs Katie Brown

They 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 SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher is Mr Peter Allen

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 SEND policy

4.5 Teaching Assistants

Each Teaching Assistant is responsible for:

- Being fully aware of the school's SEN and disability procedures as outlined in the SEN Policy.
- Working alongside class teachers to plan and deliver programmes of work for children with SEND
- Contribute to assessment and review of children's progress.

5. Monitoring arrangements

This policy will be reviewed annually by the SENCo, the Head teacher, the SEN Governor and the Senior Leadership Team. It will also be updated if any changes to the information are made during the year.

It will be approved by Governors.