

Lowther

SEND Policy

Policy reviewed July 2020

Next review July 2021

1. Aims

Our SEND policy and information report aims to:

- show how our school will support and make provision for pupils with special educational needs or disability (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Learning difficulties and disabilities and special educational needs are of varying kinds and intensity. They may be temporary or permanent. Lowther Primary School is committed to an inclusive approach to learning, and promotes full access to a broad and balanced curriculum to enable all pupils to reach their full potential. Most pupils' needs will be met by the school in the normal course of school activity, but some pupils may require additional support some or all of the time. The school works in partnership with pupils and parents, and where appropriate outside agencies are consulted to support the needs of individual pupils.

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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEN information report

3. Definitions (SEND Code of Practice 2014)

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.

A child must satisfy the definition of disability, as described in Part 6 of the Children and Families Act.

4. Roles and responsibilities

4.1 The SENDCo

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 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 secondary schools or other next providers of education to ensure a smooth transition
- 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 SEND up to date

4.2 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
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The head teacher

The head teacher will:

- Work with the SENDCo and 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 SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in the class
- Working closely with 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

The Lowther SEND Information Report outlines the specific principles and practices adopted by Lowther to provide for SEND.

The Lowther SEND Information Report is available on the school website:

[https://lowther.richmond.sch.uk/school-policies.php#SEND offer](https://lowther.richmond.sch.uk/school-policies.php#SEND_offer)