

Ryders Hayes School

A Primary Learning Academy



SEND Policy

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

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Mission: At Ryders Hayes School, children and staff will strive to:

‘Do the right thing to be the best you can be’ ... 

Vision and values:

To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:

Enquiry: Search for knowledge through questioning and research

Adaptability: Thrive in a variety of situations and approach a task with confidence

Resilience: Keep on trying even when something is difficult

Morality: Know the difference between right and wrong and show this in interactions with others

Effective Communication: Share thoughts and feelings through speech and actions

Thoughtfulness: Use a wide range of thinking skills to solve a problem

Collaboration: Work alongside others, understanding everyone’s role within the group, as well as respecting the views and ideas of others

Respect : Show respect for the needs of other people, living things and the environment

International /open mindedness: Be open and receptive to the circumstances, views, beliefs, and religions of people from other countries and cultures; people of different races and family structures; people with disabilities, and be at ease with anyone who is different from us.

Growth Mindset: learn at all costs; work hard-effort is key; confront mistakes and deficiencies as opportunities, and learn from them.

Our SEN policy

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

Aims

- **provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).**
- **To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.**
- **To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.**
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND can fully access the curriculum and school site by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

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 (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil 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 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 Louise Deeley, supported by Lorna Pheasant.

They will:

- Work with the Head Teacher and SEN 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher 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 SEN policy

5. SEND Information Report

This policy should be read in conjunction with the SEND Information Report, published on the school website and reviewed annually.

6 Complaints

Complaints about SEND provision are dealt with within the normal framework of the school's complaints procedure.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Mental Health protocol
- Safeguarding and Keeping Children Safe in Education.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on **16/7/2020**

It is due for review on _____).

Signature

Date

Head Teacher