

# Primary Advantage

## SEND Policy

PRIMARY  
ADVANTAGE

SCHOOLS ACHIEVING  
MORE TOGETHER

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## 1. Overview and aims

Primary Advantage is a federation of eight schools working together because we believe our schools can gain many benefits from working collaboratively to improve the provision for children. We are committed to providing all pupils with equal, appropriate access to the curriculum regardless of any special need they may have. We also recognise that some pupils will require amended provision to meet their needs. We intend to secure a culture and ethos in which:

- all pupils are valued and diversity is celebrated;
- all staff recognise their responsibility for ensuring provision for pupils with special educational needs and disability and strive to support access to the curriculum and full range of experiences on offer;
- all pupils have the opportunity to grow, from their different starting points, intellectually, physically, spiritually, socially and emotionally through a carefully planned and balanced curriculum.

This policy complies with the statutory requirements laid out in the SEND Code of Practice together with the Children and Families Act 2014 and Equalities Act 2010. It will be reviewed every three years. In compliance with the Code of Practice, each school has produced a SEND Information Report and this is available from each school's website. This is reviewed annually by each school.

The websites also include a link to the Hackney Local Offer website for parents and children with SEND.

Our schools will:

- challenge prejudice, discrimination and bullying;
- ensure resources are employed and deployed to provide a range of support that is able to match pupils' individual needs as far as possible;
- establish clear structures and procedures to fulfil the requirements of the Code of Practice along with effective monitoring, record keeping and evaluation;
- use robust assessment and early identification processes that will lead to effective support and interventions;
- liaise effectively with parents and carers, working in close partnership with those parents who have a child with special educational needs;
- liaise effectively with external agencies to provide support for children and advice for parents;
- challenge external agencies where necessary to provide the best support for pupils;
- provide training and professional development for staff to ensure high quality provision and expertise.

## 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, SEND co-ordinators (SENDCOs) and the SEND 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.

Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

A child has 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 SENDCOs for each school and their contact details are listed on the School Information Report available on each school's website.

The SENDCO will:

- Work with the Headteacher and SEND governor or Local Advisory Board (LAB) member 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. This will include managing additional support from teaching assistants;
- 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;
- Support the Headteacher in monitoring the effectiveness of provision for pupils with SEND
- Liaise with parents of pupils with SEND;
- 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 including services supporting LAC pupils;
- Liaise with previous and potential next providers of education to ensure information is shared effectively to assist with a smooth transition and pupils and their parents are informed about options;
- Work with the Headteacher, governing board and the school's LAB 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 Governing Board

The Governing Board, with Executive Principal and Headteachers will determine the school's general policy and approach to provision for children with SEND. This policy will be reviewed every three years.

The Governing Board will nominate one governor with responsibility for SEND; each LAB will also nominate one member with responsibility for SEND. The LABs must ensure that there is a qualified teacher designated as SENDCO for the school. LABs will review the School Information Report on an annual basis and ensure it is published on the school's website.

The SEND governor and LAB member will:

- Help to raise awareness of SEND issues at governing board and LAB meetings;
- Through link visits, 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 SEND policy and provision in the school.

#### 4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND LAB member or 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;
- Ensure the SIR is up to date;
- Report to the LAB and Governing Board as appropriate.

#### 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.

### 5. Complaints about SEND provision

Concerns or enquiries about provision should be addressed to the class teacher or SENDCO in the first instance

Complaints about SEND provision should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 6. The School Information Report

The following checklist will be used by schools to write the SIR:

Required information	
The kinds of SEND that are provided for	
Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs and disabilities co-ordinator (SENDCO)	
Arrangements for consulting parents of children with SEND and involving them in their child's education	
Arrangements for consulting young people with SEND and involving them in their education	
Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	
The approach to teaching pupils with SEND	
How adaptations are made to the curriculum and the learning environment of pupils with SEND	
Additional support for learning that is available for pupils with SEND	
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured	
How equipment and facilities to support children and young people with SEND will be secured	
How the effectiveness of the provision made for pupils with SEND is evaluated	
How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND	
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying	
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families	

Required information	
Arrangements for handling complaints from parents of children with SEND about the provision made at the school	
Contact details of support services for parents of pupils with SEND	
Named contacts within the school for when young people or parents have concerns	
The school's contribution to the local offer and where the LA's local offer is published	
The arrangements for the admission of disabled pupils	
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	
The facilities you provide to help disabled pupils access your school	
How to find your school's accessibility plan	

## 7. Monitoring arrangements

This policy and information report will be reviewed every three years by Headteachers and the Executive Principal. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## 8. Links with other policies and documents

This policy links to the following Primary Advantage policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Teaching, Learning and Assessment Policy

<b>Policy written:</b>	October 2014
<b>Amended/Updated:</b>	February 2020
<b>Adopted by Outcomes &amp; Provisions Committee:</b>	February 2020
<b>Review date:</b>	February 2023

**The Outcomes & Provisions Committee has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.**

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

