



SEND Policy

“Our mission is not that you survive, but that you thrive with passion, compassion, humour and style”

(Maya Angelou)



Date Reviewed:	Sept 25
Review Frequency:	Annually
Date of Next Review:	Sept 26
Signed by Chair of Governors:	
Chair of Governors:	Charlotte Redfearn-Ward
SENDCO:	Claire Martin
SEND Link Governor:	Leigh Hudson
Headteacher:	Andy Joyce

To be read in conjunction with the following policies and documents;

- SEND Information Report
- Accessibility Statement
- Behaviour for Learning Policy
- Adaptive Teaching Policy - delete?
- Curriculum Policy
- Single Equality Policy
- Supporting Children with Medical Conditions Policy

Contents

1. Rationale and Aims	3
2. Legislation and Guidance.....	3
3. Definitions	3
4. Roles and Responsibilities.....	4
5. The Local Authority Local Offer.....	5
6. Monitoring Arrangements	6

1. Rationale and Aims

South Somerset Partnership School believes that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs or disabilities (SEND) at some point in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for managing their needs in a supportive environment, and to give them meaningful access to the curriculum.

Our SEND policy and information report aims to:

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

2. Legislation and guidance

This policy and the SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) as well as the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- [Supporting Children at School with Medical Conditions 2014](#), which sets out schools' statutory responsibilities for the support that pupils with medical conditions should receive at school.

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 an educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

The Code of Practice (2015) provides an overview of the range of needs, which is divided into four areas. These areas are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and physical needs

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Children with a Special Educational Need (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put into place. A graduated response must be implemented. Please see attached weblink containing the graduated response at SSPS. [What is the Graduated Response?](#)

Disabled Pupils and those with Medical Needs

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is *‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’* Code of Practice 2015.

At South Somerset Partnership School, we educate pupils with both disability and medical needs. South Somerset Partnership School values inclusion and implements health care plans, working closely with medical professionals to ensure our students are able to access and succeed in education. We liaise with outside agencies and co-ordinate education through an assess, plan, do, review cycle. [The Assess, Plan, Do, Review Cycle](#)

4. Roles and responsibilities

4.1 The SENDCO

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 **and completing Educational Health Care Needs Assessments where required.**
- 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, governing board and examining officer to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

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 SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Ensure SEND provision is an integral part of the school improvement/development plan.

4.3 The Headteacher

They 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 SEND and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through High-Quality Teaching.
- 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.
- Giving feedback to parents of pupils with SEND.
- Take an action part in SEND / EHCP reviews and relevant external agency meeting.
- Ensuring they follow this SEND policy and making themselves aware of procedures for identification, monitoring and supporting of pupils with SEND.

4.5 Learning Support Staff / Teaching Assistants

- Be fully aware of this policy and the procedures for identifying, assessing, and making provision for pupils.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- To actively support and apply SEND good practice.

4.6 Parents

- To engage in the school induction process.
- To encourage and support their child.
- To attend school events and meetings relating to their child.

4.7 Students

- To engage in the planning of their provision, in particular, contributing to their pupil pathway, SEND/EHCP review.
- To make use of any support that is made available.
- To talk to an adult if they are concerned about their progress.

5. The local authority local offer

Somerset's local offer is published here: [Somerset's SEND Local Offer](#)

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.