



SEND Policy



<i>Date Reviewed:</i>	September 2023
<i>Review Frequency:</i>	Annual
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<i>Governor Signature:</i>	

Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

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

- SEN Information Report
- Accessibility Statement
- Behaviour for Learning Policy
- Curriculum Policy
- Single Equality Policy
- Supporting Children with Medical Conditions Policy

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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 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 SEND.

2. Legislation and guidance

This policy and the SEN 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 SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN 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 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 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 (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put into place. A graduated response must be implemented. Please see attached document containing the graduated response at SSPS.

Disabled Pupils and those with medical needs

Many children and young people who have SEN 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Claire Martin**.

They will:

- Work with the headteacher 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. This will be in conjunction with the EHCP Co-ordinator.
- 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 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 SEN up to date.

4.2 The SEN Governor

The SEN Governor is **Anne Ottery**.

They 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Ensure SEN provision is an integral part of the school improvement/development plan.

4.3 The Headteacher

The Headteacher is **Jo Simons**.

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.
- Giving feedback to parents of pupils with SEND.
- Ensuring they follow this SEN 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 SEN 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 Learning Passport.
- 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

The SSPS local offer page is: <https://choices.somerset.gov.uk/025/schools/south-somerset-partnership-school/>

Somerset's local offer is published here: <https://beta.somerset.gov.uk/education-and-families/the-local-offer/about-the-local-offer/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Claire Martin (SENCO) **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.