




<h1>SEND Policy</h1>	
Governing Board with Responsibility	Full Governing Board
Reviewed/Revised	March 2021
Date of Next Review	March 2023
Agreed by Governors	October 2022
Additional Notes	This policy should be reviewed annually.



Vision statement

‘Belonging, learning and growth for life in all its fullness’

Mission Statement

At Princess Frederica we:

Promote social, emotional, spiritual and educational growth in all our children

(This is how we develop character)

Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum

(This is the way we educate)

Create a positive impact on our local and global community and environment

(This is our footprint on the world and community)

Nurture friendship, kindness and respect

(This is how we treat each other)

Contents

1. Vision & Values	2
2. Aims and Objectives	2
3. Legislation	2
4. Definitions	3
5. Roles & Responsibilities	3
6. Monitoring arrangements	4
7. Links with other policies and documents	4

1. Vision & Values

Princess Frederica CE VA Primary School is a multicultural school which nurtures Christian faith and behavior. We promote excellence so that each child is inspired to achieve, and provide opportunity within a safe, caring and challenging environment where everyone is valued.

At Princess Frederica our values are rooted in our Christian ethos.

- We believe in the unique worth of every individual
- We believe that all pupils should have equal access to the curriculum, irrespective of any special need or disability they may have
- We do not believe children are defined by their needs
- We do believe that every child should have their needs met so they can reach their full potential
- We believe everyone can and should contribute to the life of the school
- At Princess Frederica School every teacher is a teacher of every child including those with SEND.

2. Aims and Objectives

This Policy should be read in conjunction with our SEND Information Report, which is updated annually.

Our SEND policy aims to:

- Set out the Vision & Values which underpin our SEND provision
- Set out how the school will support and make provision for pupils with special educational needs and disabilities (SEND). This is covered in more detail in the SEND Information Report
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND at Princess Frederica

3. Legislation and guidance

This policy and the SEND Information Report are 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 SEN information report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Send

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
- Definition of disability under the Equality Act 2010; You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- We strive to make a clear distinction between 'underachievement' (which can be caused by a poor early experience of learning) and special educational needs. Some pupils may be underachieving, but will not necessarily have a special educational need and will not need to be on the SEND Register. These pupils will receive support at Wave 2. [See appendix One - Waves of Intervention.](#)
- 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.

5. Roles and responsibilities

5.1 The SENCO

The qualified SENCO is Ms Colette Keane who is also a member of the senior leadership team. She works in partnership with the head of school and a named governor responsible for SEN

She will:

- Work with the head of school and SEND 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 SEND Policy and the SEND Information Report
- 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 (Assess, Plan, Do, Review)
- 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 of school 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

5.2 The SEN Governor

The SEN Governor 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

5.3 The Head of School

The head of school 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

5.4 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
- Class teachers can refer to SENDCo using the Referral to SENDCo form. Referral to SENDCO should only be made after the Assess, Plan, Do, Review approach using Waves if Intervention has been followed. Exceptions to this are children who may need to be 'fast tracked' to the SENDCo because of, for example behavioural needs
- Ensuring they follow this SEND policy and are aware of the SEND Information Report

6. Monitoring arrangements

This policy will be reviewed in accordance with the cycle of policy review at Princess Frederica. The SEND Information Report will be reviewed annually

Both will be approved by the governing board.

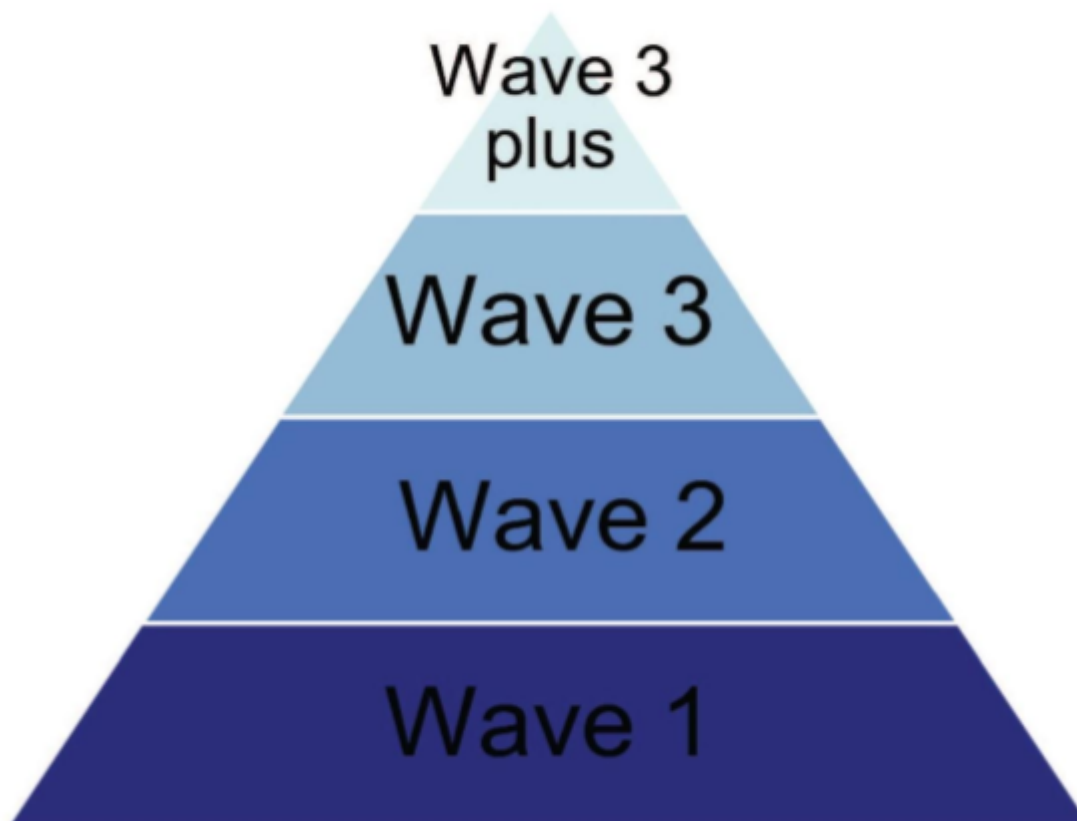
7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Teaching & Learning
- Behaviour
- Equality Policy
- Supporting pupils with medical conditions

Appendix 1

The model of providing learning support to children is now based on the 'Waves' model of intervention. Wave 1 is Quality First Teaching; this is universal and is what should be delivered for **all** children. It is the way in which learning opportunities are made accessible to every child (inclusion). This involves providing personalised learning in all the lessons across all Key Stages, so that the learning outcomes can be made accessible to all the pupils, irrespective of their ability. This means that children with a range of abilities can be taught together.



Outcome of Wave 2 and the school makes a judgement:

- Is it a gap in learning?
- Is it development delay (i.e. Summer born) but with a positive trajectory in 6-12 weeks?
- Is it low attainment (but not SEND)?
- Is it SEND?

Wave 3 are specific, targeted interventions which are put in place to support children who have been identified as having a Special Educational Need or Disability (SEND). Wave 3 + are children with an Education Health Care Plan (EHCP). The majority of children with SEND will not meet the criteria for one of these and it is the responsibility of the school to meet their needs from within the delegated school's budget. It is therefore essential that the school has a good range of Wave 3 interventions in place and that staff are trained to use them.