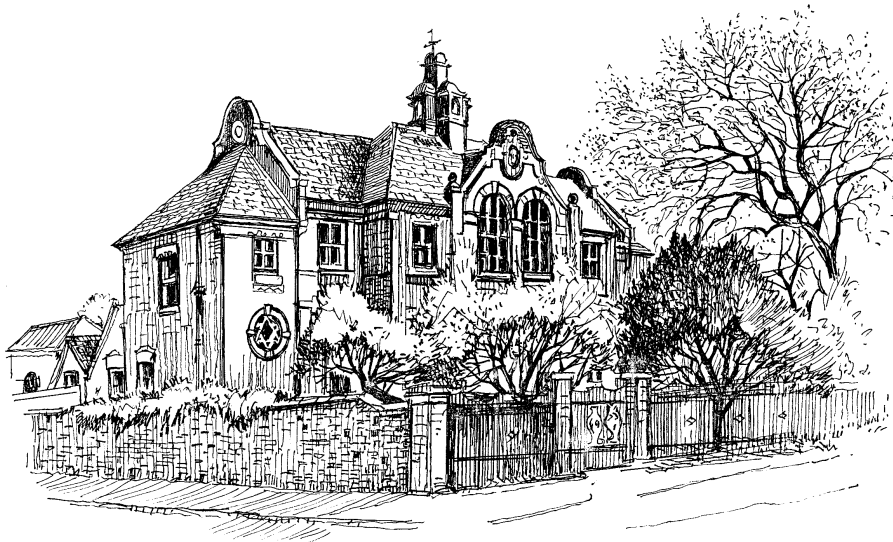


# **St. Edward's C of E Primary School**



**Our vision is to be fruitful in all that we do**

## **Special Educational Needs and Disabilities (SEND) Policy**

**Last reviewed on:** September 2025

**Next review due by:** September 2026

# **St. Edward's C of E Primary School**

## **Special Educational Needs and Disabilities Policy**

### **Introduction**

The purpose of this policy is to maintain, promote and develop inclusion for all pupils, particularly those having been identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to developing an environment where all children can flourish, feel included in every aspect of school life and achieve their highest potential.

### **Aims and Objectives**

The aims of St. Edward's SEND policy and practice are to:

- enable all children to have full access to the school curriculum and school life,
- develop the self-esteem and promote positive self-worth in all children,
- identify and meet individual needs through a wide range of provision,
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils,
- gather the views of all stakeholders in the process and
- regularly review and evaluate children's progress in partnership with parents/carers and pupils themselves

### **Legislation and Guidance**

This policy summarises how we address the needs of learners by overcoming potential barriers to learning. It has been written as a guide for staff, parents/carers and pupils and 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 co-ordinators (SENCOs) and the SEN information report

### **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.

## **Role and Responsibilities**

### **Parents/Carers**

At all stages of the educational process the school aims to keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers. Through regular review meetings, we encourage parents/carers to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents/carers. The outcome of these meetings is shared with parents/carers, so everyone involved can work to serve the best interests of the children.

### **Pupils**

Pupils are actively involved in their learning at St. Edward's and they are encouraged to express their views about the support they receive and their progress. Progress is shared with pupils regularly and their views on SEND support are gathered annually by our SENCo.

### **The SENCo**

The SENCo is Mrs Hannah Bennett.

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/carers 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/carers are informed about options and a smooth transition is planned

- Work with the head teacher 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

### **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

### **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

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support 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