



Newlands CofE School Federation



Roots to grow... wings to fly

Special Educational Needs and Disability (SEND) Policy and Information Report 2021

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STATUS: STATUTORY

REVIEW: ANNUALLY

COMMITTEE: CHILDREN AND LEARNING

Special Educational Needs and Disability (SEND) Policy and Information Report 2020

Reviewed: Spring 2021 Next Review: Spring 2022 Committee: Children and Learning Status: Statutory

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1. Aims

1.1 Our aims

Newlands CofE School Federation comprises Shere CofE Infant School and Nursery and Clandon CofE Primary School. The Federation believes all children with SEND must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have a duty to promote equality. We strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Personalise learning
- Remove barriers to assessment and learning

1.2 Our Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing SEND pupils, with the child and their parents/carers at the centre.
- To work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- To ensure all children make good progress regardless of their additional needs.
- To develop effective whole school provision management of support for pupils with SEND.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of their school.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To ensure all staff have training and support for working with pupils with SEND in order to develop our practise within the guidance set out in the Code of Practise.

1.3 Clandon School and Shere School's values and vision

Clandon Primary and Shere Infant School and Nursery are inclusive nurturing schools. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of every staff member in our schools. We respect the unique contribution that every individual can make to our school families. All children, regardless of needs and age, are happy, motivated and excited by their learning.

Children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident and happy individuals living fulfilling lives
- Make a successful transition into secondary school and eventually adulthood.

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, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

SEN: The SEND Code of Practice provides the following definition: "A child or young person (CYP) has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of children of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England."

Disability: A CYP has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream school. The Equality Act 2010 defines disability as "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."

4. Roles and Responsibilities

4.1 The SENDCo

The SENDCo at Clandon is Lucy Saunders. The SENDCo at Shere is Cathy Hollis. The Nursery SENDCo is Tizi Carini. They can be contacted via the relevant school office or via email. They have day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have SEND support plans and Educational Health Care (EHC) plans. They work with teachers, EYPs and parents to identify when to refer a child for assessment to an outside agency and co-ordinate support from professionals such as Speech and Language Therapists (SALT) and (Language Literacy Support) LLS. Regularly, they review the needs of the cohort and, if necessary, make changes to provision. The SENDCo maps provision and makes decisions as to whether specific interventions are proving to be effective in terms of impact, time spent, and the finance used in providing them.

4.2 The SEN Governor

The Newlands Federation SEND Governors are Clare Mills and Amy Nunn. They meet regularly with the SENDCos and at least termly to discuss actions taken by the relevant school. They have responsibility for monitoring effective policy implementation and liaising between the SENDCo and the Governing Body. They ensure that pupils with SEND participate fully in school activities.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCos and SEND Governors 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 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Please see separate Information Report document

6. Monitoring arrangements

Review framework

This policy and information will be reviewed at least every year (sooner in the event of revised legislation or guidance or if there are any changes to the information made during the year) by the SENDCo and SEND Governors. It will be approved by the Headteacher and the Governing Body.

Signed

Head _____ Date _____

Chair of Governors _____ Date _____

Review date: October 2021

Equal opportunities

The Federation is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring non-judgemental attitude throughout both our schools.

7. Links with other policies and documents

This policy links to our policies on

<https://www.clandon.surrey.sch.uk/page/?title=School+Policies&pid=64>

- Accessibility plan
- Admissions policy
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Curriculum policies
- Equality information and objectives/ Equality policy
- Inclusion policy
- Information Report
- Medical needs policy
- Safeguarding policy
- School information report

Appendix 1: Key Documentation

The SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND guidance for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Surrey local offer <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

SEND support arrangements guidance
https://www.surreycc.gov.uk/_data/assets/pdf_file/0017/32246/02-Surrey_SEND_Support_Arrangements-Guidance_v1.6.pdf?bustCache=77367212

The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping children safe in education 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>