

SEN Policy



St Bede's Inter-Church School

Reviewed by the Governing Body: Sept 2022

Adopted by the Governing Body: Sept 2022

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1. Aims

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 SEN

We aim to equip our students with a clear sense of their own value as beloved sons and daughters of God. We help them develop into caring, curious, confident, resourceful and reflective people. This mission puts us equally at the service of all, not just Christians. As a Church school, we are an image of the body of Christ (1 Cor 12:27), and our students with Special Educational Needs are an essential part of that body, not an add-on or an inconvenience: they form our school culture as much as we form them.

We are a mainstream school with a focus on inclusive education. Our supported learning department's role is to include all our students in the mainstream classroom.

From when a student is offered a place at St Bede's we take a long term view of how they will develop. This includes not only their academic qualification, but a view of their social and personal development that honours the complexity of every person. We have a culture of high expectations, and one of the most challenging expectations for our students with SEND can be that they work towards the greatest possible independence over their time with us.

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

This policy also complies with our funding agreement and articles of association.

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 the 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.

SEN – Special Education Needs

SEND – Special Educational Needs and/or Disability

EHCP – Education Health & Care Plan

LA – Local Authority

SENCo – Special Educational Needs Co-ordinator

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Miss Imogen Clarke-Halewood (send@stbedes.cambs.sch.uk)

He will:

- › Work with the headteacher and SEN director 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, 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 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 Director

The SEN Director, Mr Jonathan Glazier (govglazier@stbedes.cambs.sch.uk) 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

4.3 The headteacher

The headteacher, Mr Alistair Day (aday@stbedes.cambs.sch.uk) will:

- › Work with the SENCo and SEN director to determine the strategic development of the SEN policy and provision within 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
- Ensuring they follow this SEN policy

5. SEN information report

Most of the detailed information about how St Bede's supports our students with SEND is contained in the school's SEN Information Report. The SEN Information report is available from our school website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SEN director and the full governing body **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 body.

7. Links with other policies and documents

This policy links to our policies:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions