



Baldwins Hill SCHOOL

SEND POLICY

Review Date: July 2027
Approved by LGB : July 2026

Respect, Compassion, Courage, Responsibility

Special Educational Needs and Disability Policy

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Promote an inclusive culture where all pupils feel valued, respected and able to participate fully in school life.
- Ensure pupils with SEND have access to a broad, balanced and ambitious curriculum which enables them to achieve their best possible outcomes.
- Foster positive partnerships with parents, carers and external agencies through a co-produced approach to identifying and meeting need.
- Encourage pupils to develop independence, confidence and self-advocacy skills in preparation for future transitions and lifelong learning.

At Everychild Partnership Trust, we are committed to ensuring every child has positive attitudes towards learning and can fulfil their potential in a creative and satisfying way. We recognise that every teacher is responsible and accountable for the progress and development of all pupils in their class, including those who access additional support from teaching assistants or specialist staff.

We are committed to providing high-quality adaptive teaching as the first response to need and recognise that pupils with SEND are first and foremost members of their class and school community. Additional support will be planned carefully to enhance inclusion, participation and progress.

2. Legislation and guidance

This policy and the SEND 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 SEND 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 (SENCOs) and the SEND information report

This policy has been developed in accordance with:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

- The Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- The Equality Act 2010

3. Definitions

A pupil has SEND 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.

4. Inclusion and Participation

Baldwins Hill Primary School is committed to promoting inclusion for all pupils. We believe that every child should feel a sense of belonging within their class, school and wider community. The school will make reasonable adjustments to ensure pupils with SEND are able to participate fully in all aspects of school life, including:

- school trips;
- residential visits;
- clubs and enrichment activities;
- sporting opportunities;
- wider curriculum experiences.

The school recognises its duties under the Equality Act 2010 and will work proactively to remove barriers to participation and achievement. The school also recognises that some pupils may have disabilities as defined by the Equality Act 2010 without meeting the criteria for SEND. Where this is the case, the school will make appropriate reasonable adjustments to ensure that pupils can access learning, opportunities and school life on an equitable basis alongside their peers.

5. SEND Operations

Please reference the SEND Information Report for details of our:

- Graduated Approach
- Attendance and Inclusion
- Working in Partnership with Pupils and Families
- Social, Emotional and Mental Health

6. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Emily Webster and will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and 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
- 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 SEND up to date
- promote inclusive practice and high-quality adaptive teaching throughout the school;
- support staff in identifying and meeting emerging SEND needs;
- contribute to attendance and inclusion planning for pupils with SEND where barriers to attendance exist;
- ensure pupil voice and parental involvement remain central to SEND processes and reviews;
- support successful transitions between year groups and educational settings.

4.2 The SEND governor

The SEND 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 SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- delivering high-quality adaptive teaching for all learners;
- identifying and responding to emerging needs at the earliest opportunity;
- working closely with teaching assistants and specialist staff to assess the impact of support and interventions;
- reviewing pupil progress through the graduated approach;
- engaging positively with parents and carers regarding progress and provision;
- ensuring they follow this SEND policy

7. Monitoring arrangements

This policy and information report will be reviewed by the 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.

Nominated SEND Governor: Victoria Chilman

8. Links with other policies and documents

This policy should be read in conjunction with our SEND Information Report.

This policy links to our policies on:

- Accessibility Plan

- Attendance Policy
- Behaviour Policy
- Inclusion Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Pupil Premium Strategy
- Children with Health Needs Who Cannot Attend School Policy