

Special Educational Needs (SEN) policy and information report



Bourn Church of England Primary Academy

Approved by:	Laura Latham / FGB	Date: February 2021
Last reviewed on:	February 2021	
Next review due by:	February 2022	

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

The Governing Body and staff of Bourn Primary Academy are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEND) should have a common entitlement and a broad, balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and develop an environment where all children can flourish and feel safe. Bourn Primary Academy is committed to inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learner who may have experienced previous difficulties. We believe that educational inclusion is about equal opportunities for all learners, regardless of age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of different groups of learners:

- Girls and boys;
- Minority ethnic and faith groups including travelers;
- Learners who need support to learn English as an additional language (EAL);
- Learners with Special Educational Needs and/or disability (SEND);
- Those who are high attainers;
- Those who are looked after (LAC) by the local (or alternative) authority;
- Others such as those who are suffering through illness; those who are young carers; those who are in families under stress;
- Any learners who are at risk of disaffection and exclusions;
- Children starting school and in EYFS.

Our aim is to create an environment with high expectations and high quality provision to meet the needs of children with SEND, removing barriers to learning. We include the views, wishes and feelings of the child and the child's Parents/Carers in the decision-making process for individual support and local provision. We ensure early identification and early intervention to provide appropriate support and ensure there is collaboration between education, health and social care services to provide support here necessary.

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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Helen Culley (hculley@bourn.cambs.sch.uk)

They will:

- › Work with the headteacher 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, 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 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- › Work with the SENCO and SEN governor 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. 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.

6. Links with other policies and documents

This policy links to our policies on:

- › Accessibility
- › Positive Behaviour
- › Equality and diversity
- › Supporting children with medical needs