Bishop John Robinson
Church of England Primary School

Special Educational Needs, Disability and Inclusion Policy

Be the best we can

Join in Learning, Play and Prayer

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 6:19

The Diocese of Southwark

ROYAL borough of GREENWICH

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart" (Colossians 3:23)* by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning,** to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths" (Proverbs 4:11).* To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you" (Luke 6:31).* To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYs
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will." (Thessalonians 5:16-18).* We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word,** as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it" (Proverbs 22:6)* through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: "Jesus is the anchor of my soul." (Hebrews 9:16).

Contents:

1. Compliance, Mission Statement and Key People

2. Aims and Objectives

3. Identifying Special Educational Needs

4. A Graduated Approach to SEND Support

5. Managing Pupils Needs on the SEND Support Register

6. Criteria for Exiting the SEND Register

7. Supporting Pupils and their Families

8. Supporting Pupils at School with Medical Conditions

9. Ensuring a good education for children who cannot attend school because of health needs

10. Monitoring and Evaluation of SEND

11. Training and Resources

12. Roles and Responsibilities

13. Storing and Managing Information

14. Reviewing the Policy

15. Accessibility

16. Dealing with Complaints

17. Bullying

18. Appendices

Section 1: Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- KCSIE (2025) + Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed by the school's SENCO in consultation with representatives from the school community and will develop as changes are implemented over the coming year. It will then be reviewed annually.

Contacts details:

If you have any concerns about your child please discuss them with the class teacher or contact the SENCO on the school number, 020 8310 9160.

Bishop John Robinson CofE Primary is an inclusive school and is committed to the education and wellbeing of all its pupils. We aim to provide an inclusive environment within the limits of our resources and premises in line with the guidance in the 0-25 Code of Practice, which outlines the 'reasonable adjustment' duty for all settings and schools.

Section 2: Aims and Objectives

Aims of this policy

We aim to achieve high standards for all children by providing a broad and balanced curriculum. We aim to raise the aspirations of and expectations for all pupils with SEND, and to provide a focus on outcomes for children, not just hours of provision/support. We aim to help each child to learn to appreciate and value his or her own strengths. We aim to ensure the SEN Code of Practice and guidance are implemented effectively across the school and to ensure high quality first teaching, differentiated to the needs of the child.

Objectives (How will we achieve our aims?)

- Every teacher at BJR is a teacher of all children, including those with SEND. All teaching and non-teaching staff should be fully aware of the school's procedures for identifying, assessing and making additional provision for pupils with SEN.
- We will work within the guidance provided by the SEND Code of Practice, 2015.
- We will monitor teaching and differentiation to ensure teachers are aiming to meet the needs of all pupils.
- We will provide a range of support strategies delivered by teachers, teaching assistants and outside agencies in order to meet individual pupils' needs.

- We will work with teachers and other professionals to identify where pupils have needs that are "in addition to and different from' that which can be provided by quality first teaching and plan intervention to support these pupils.
- We will consider other factors that affect progress and attainment and remove barriers to learning and attainment, e.g. poor attendance, English as an Additional Language (EAL), etc. (However, identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.)
- Some pupils will benefit from specific support from the school or external agencies through which we will follow a graduated approach of Assess-Plan-Do-Review, which is a cycle through which earlier decisions, and actions are revisited, refined and revised.
- Open conversations and regular meetings with parents/carers will identify what the support is intending to achieve, how we know whether it has been successful and what to do next if it has not.
- We will seek the views of pupils when planning support.
- We will maintain an SEND Register and provision map of identified pupils, these will be monitored and updated half-termly.
- To maintain a training audit to identify staff training needs, plan necessary INSETS and future CPD.

Section 3: Identifying Special Educational Needs

Definition of Special Educational Needs

The 2014 Special Educational needs and Disabilities Code of Practice for 0 to 25 states that: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The Four Broad Areas of Special Educational Needs and Disabilities

The Code of Practice identifies four broad categories of need, which are as follows:

1. Communication and Interaction

2. Cognition and Learning

3. Social, Emotional and Mental Health

4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child, which will include not just the special educational needs of the child or young person.

Section 4: A Graduated Approach to SEN Support

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

Quality First Teaching (Concerns raised)

Concerns about a pupil can be raised by the class teacher observing difficulties, a parent raising concerns and/or a plateau or drop in pupil progress.
To identify pupils with SEND:

- Regular assessment of pupil progress
- Identify pupils making less than expected progress
- Termly pupil progress meetings with SLT to discuss progress and identify concerns. Measures to support concerns will be put in place and recorded on the provision map.

It is important to remember that many causes can impact on pupil progress other than SEN. The school and parents should consider possible causes as part of the decision making process. Examples of these are; disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN), attendance and punctuality, health and welfare, English as an Additional Language (EAL), being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of serviceman/woman, or traumatic events such as bereavement, divorce or homelessness.

It is also important to remember that unusual, disruptive or aggressive behaviour is not a Special Educational Need but can be an underlying response to need.

Identification of SEN – Initial Response (Class teacher and SENCO)

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teacher The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses in problem solving and advising on the effective implementation of support."
(SEND Code of Practice 0-25 years, p. 101 para 6.52)

If progress continues to be less than expected, the class teacher with the SENCO should assess whether the child has SEN. At this point, evidence should be informally gathered and must include the views of the parents and child.

"In particular, parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. They should also listen to and address any concerns raised by children themselves."
(SEND Code of Practice 0-25 years, 2014)

Identification of SEN – Next Steps (Next steps, solution driven, including identifying long term outcomes)

Gather information about the pupil regarding progress and attainment, specialist assessment by external agencies and professionals where appropriate, formative assessment and early discussion with parents/carers and pupil to develop an understanding of strengths and areas of difficulty, concerns, agreed outcomes and next steps. These notes are to be added to pupil's records and parents to be informed about LA's advice and support service.

Identification of SEN – Decision to Place a Child on the SEND Register (Core offer)
A child may be placed on the SEND register after considering expected progress and attainment, the views and wishes of the pupil and their parent and determining whether the support required can be provided by the school's core offer or whether something different or additional is required.

If the core offer is not sufficient to meet the child's needs and additional provision is required, then the child is considered to have Special Educational Needs. This decision will be made my SENCO with the parents and the class teacher and in consideration of information from other specialists, agencies or staff involved with the child.

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

<u>Section 5: Managing Pupils on the SEND Support Register</u>

SEND REGISTER
Pupils are recorded on the SEND Register under two categories:

1. SEND Support (which replaces the Early Years Action, Early Years Action Plus, School Action and School Action Plus)
2. Education and Health Care Plan (which replaces the Statement of Special Educational Needs)

The Code also describes a 'graduated response' to supporting children with SEN, following a cycle of Assess, Plan, Do and Review.

ASSESS

All settings should have clear approaches to support the identification and response to SEN through assessment, observation and building upon information from previous settings. This should be built into the overall approach to monitoring progress and development of all children and young people in education settings.

The information gathering process should also include an early discussion with the child / young person and their parents. These early discussions with parents should be structured in a way that they develop a good understanding of the child/young person's areas of strength and difficulties, the parents' aspirations and concerns and the agreed next steps and target outcomes for the child / young person.

Following the implementation of Quality First Teaching, should any children or young people making less than expected progress given their age and individual circumstances, further assessment is required in order to ensure the correct support is put in place.

Identification of SEN may be characterised in the following:

- significantly slower progress than that of peers starting from the same baseline
- failure to match or better previous rates of progress
- failure to close the attainment gap between the child and their peers

- widening of the attainment gap.

Assessment of a pupil for whom there are concerns about their progress, should include:

- known strengths and weakness
- what has worked / not worked
- formal and informal testing and observations
- involvement of specialists, as appropriate, such as Speech and Language Therapist,

Educational Psychology

- Factors outside of school e.g. home life, home language etc.

The information collected should consider information across all the domains of need; cognition and learning, communication and interaction, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.

All children and young people who are identified as having emerging difficulties should be recognised and responded to as early as possible. Whilst this information gathering is ongoing, this should not prevent steps being taken to target the areas of concern that have been highlighted through targeted interventions and teaching support. This early intervention may prevent the child or young person's progress slowing further, the pupil's response to this intervention may also provide a further insight into their specific needs.

PLAN: Develop more specialist and detailed approaches.

Having completed an assessment of the child or young person's needs, the right information should be available to make an informed plan about how the pupil's needs will be supported through SEN Support within school and the expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals, a provision map can reflect the 'additional' and 'different' provision which needs to be put in place as part of school based SEN Support.

When planning provision for a pupil with SEN, you may want to consider the following:

- Do the identified outcomes match the provision required and the child or young person's identified needs?
- Who will deliver each aspect of provision? Do they have the necessary skill and understanding?
- If the provision requires a dedicated space, what does this need to look like? Can adaptations be made within the classroom or other area within the school to provide this space?
- Is everyone aware / involved who needs to be aware / involved?
- Are parents fully aware of the planned support and interventions and, where appropriate has their involvement been sought to reinforce or contribute to progress at home?

For those children and young people whose needs, outcomes and provision appear more complex than can be effectively managed through a provision map, or for whom a provision map has been in place without satisfactory progress being made and outside agencies are now becoming involved, a more personalised and detailed plan is likely to be more appropriate. A Support Plan can be put in place; this is a plan has many similarities to the format of an Education, Health and Care Plan and should always be put in place before a request for an EHC Assessment.

DO: Support the child to achieve his/her desired outcomes.

- Interventions will come in a wide range of forms from counselling to spelling groups. They will sometimes follow the form of a tried and tested programme and sometimes be written specifically to address the individual needs of a particular child. Wherever possible, they should be based on reliable evidence of effectiveness and should be provided by staff with sufficient knowledge and skills.
- The class teacher remains responsible for working with the child on a daily basis and responsible for any interventions in which the child is involved, even if they are being delivered by another adult.
- The SENCO should support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- Parents will be expected to work with school staff to support their child by faithfully carrying out agreed actions outside school.

REVIEW: Decide which approaches are most effective.

Any interventions put in place through SEN Support must be reviewed on a termly basis; the review must include all involved relevant professionals within school, parents, pupil views and any other relevant professionals.

The purpose of the review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed.

Evidence should normally include:

- parent and pupil views, including their aspirations and desired outcomes
- formal or informal tests or assessment results
- performance in relation to National Curriculum levels / P Levels
- observations
- information from any involved professionals

Progress should be measured by:

- closing the attainment gap in relation to peers
- prevention of the attainment gap becoming wider
- small step progress based on the child or young person's previous baseline
- demonstration of new skills
- improved self – confidence, independent learning and / or behaviour
- progress towards identified outcomes

Any area for which the pupil has made progress should be recognised, celebrated and either the outcome agreed as achieved or provision amended to support continued progress.

Any area for which the pupil has not made progress, this should be analysed in relation to what else could be provided to support progress, if approaches, resources or strategies need to change or whether further assessments of need, need to be undertaken in order to ensure an improved understanding of the child or young person's needs and therefore the provision required to support this.

Parents should meet with school staff to discuss their child's progress AT LEAST THREE TIMES PER YEAR.

Section 6: Criteria for Exiting the SEND Register

When a pupil no longer needs Additional Provision and their needs can be met by the school's Core Offer, they will be removed from the SEND Register. The decision will be made by the SENCO in consultation with the pupil, parents and Class Teacher.

Section 7: Supporting Pupils and their Families

Below is a link to the Royal Greenwich Local Authority Local Offer, where you can find information about available SEND services:
https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer

Please see our SEN Report / School based Local Offer, school admissions policy and our policy on managing medical conditions of pupils for further information on how we support pupils and their families.

Exams and assessments

Teacher assessments are ongoing. Children's needs are considered where tests are being administered. Some children will be exempt from all tests and are assessed in other ways; some are supported to complete tests by an adult or by completing a test over a number of days; some children are given additional time in order to allow them to complete a test. Additional time or support can be sought for SEND Year 6 pupils completing their SATS through an application process with the Standards and Testing Authority.

Transitions

Children with identified SEND who will be joining Bishop John Robinson in Reception class will be visited by the class teacher or SENCO in their preschool setting and the school will discuss their needs with their parents/carers. A transition programme will be agreed between the school and the parents to best support the child on entry to the school.

When children leave Bishop John Robinson to begin secondary school, their SEND files will be sent to their new school. If they are moving on to a Greenwich secondary school, the Year 6 class teacher and SENCO will discuss those children on the SEND register with the SENCO at their secondary schools at an annual transition meeting organised by the Local Authority. Most secondary schools write to the primary schools of their new pupils asking for information and the Year 6 teacher will complete any requests for information received, with support from the SENCO when necessary.

Where a child has an EHC plan or extremely complex needs, the SENCO from the secondary school will be invited to attend the Annual Review or Multi Agency Meeting of the child in Year 6 to discuss how their transition to secondary school will be supported.

To support transitions within the school, when a child with SEND is moving up to a new class, the following preparations are made:

- Transition meetings are held between teachers to discuss the needs of all pupils in the class and what has been put in place to support those children with SEND.

- Pupil progress data is passed on to the new teacher so they have a clear idea of where each child is in terms of academic progress.
- Details of any interventions in which a child is involved are passed on and training is arranged where necessary to ensure new staff working with a child have the necessary skills to deliver those interventions.
- Children go on a visit to their new classroom and meet their new teacher for an hour before the end of the summer term.
- If agreed by the class teacher and parents, a transition book will be made to support the child in preparing for transition. This will include photos of the child's new classroom and any new adults who will be working with the child.

Section 8: Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan.
- Please see the school's policy on supporting pupils with medical conditions.

Section 9: Ensuring a good education for children who cannot attend school because of health needs

It is the school's intention that all children, regardless of circumstance or setting should receive a good education to enable them to shape their own futures. Therefore, alternative provision will be put in place to offer good quality education on par with that of mainstream education, along with the support pupils need to overcome barriers to attainment. This support will meet pupil's individual needs, including social and emotional needs, and enable them to thrive and prosper in the education system.

To ensure good education for children who cannot attend school because of health needs, the school will work closely with the Local Authority (where applicable) to arrange suitable full-time education (or part-time when appropriate for the child's needs) for children who are unable to physically attend school due to ill health. This duty applies to all children and young people who would normally attend mainstream schools.

The Local Authority will only become involved in this process if it has reason the believe that the education being provided is not suitable or, while otherwise suitable, is not full-time or for the number of hours the child could benefit from without adversely affecting their health. This might be the case where, for example, the child can attend school but only intermittently.

For the full DfE Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for Local Authorities, please click the link below.
https://assets.publishing.service.gov.uk/media/657995f0254aaa000d050bff/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf

Section 10: Educating a child out of chronological age

The SEND Code of Practice guides schools in supporting children with special educational needs (SEN), and while it does not directly address placing children outside their chronological age group, this is a decision for our admissions authority, acting in the child's best interests. A child's placement

outside their chronological age is not a statutory right and requires a request and supporting information, often with input from the parents, the headteacher, and possibly a SENCO or other professionals. Decisions are made based on the child's specific needs and potential benefits, considering their physical, social, emotional, and intellectual development.

Section 11: Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils.

- Teachers are observed teaching at least three times per year and graded by members of SLT. Feedback and suggestions for improvement are given to the class teachers following an observation.
- Pupils' books are scrutinised and feedback given to their class teachers on the quality of work, progression of learning, curriculum coverage and quality of marking/feedback. This can be carried out by the head teacher, School Improvement Partner (SIP), Senior Leadership Team or Subject leaders.
- Learning walks around the school are carried out regularly, with a subject or aspect focus, such as: guided reading, classroom display, reading areas, use of ICT, etc. These are carried out by the head teacher, School Improvement Partner (SIP), Senior Leadership Team, subject leaders or school governors.
- Pupil progress data is analysed at least three times per year and discussed with teachers, support staff and school governors.
- Observations of teaching are carried out by the SENCO annually with an aspect focus, such as literacy, numeracy, guided reading, etc. to focus on how SEND pupils are supported in an area of learning.
- The SEND governor meets at least termly with the SENCO to discuss pupil progress and other aspects of support for SEND pupils.

Section 12: Training and resources

Training needs for staff are identified by:

- Analysing trends of need within the current cohorts and expected intakes. For example, if there are a large number of children identified as having dyslexia or an Autistic Spectrum Disorder.
- Requests from staff to have training in a particular type of need or aspect of support.
- Training necessary for the delivery of planned interventions.
- New legislation and government or Local Authority recommendations are reviewed.

Training includes:

- The attendance of the SENCO at the LAs SENCO network meetings in order to keep up to date with local land national updates in SEND.
- Programmes identified from the Royal Borough of Greenwich SEND staff Training Programme: http://servicestoschools.royalgreenwich.gov.uk/courses
- The attendance of the SENCO at Cluster SENCO meetings every half term in order to keep up to date with local land national updates in SEND and share good practice.
- The attendance of TAs delivering STEPS interventions at compulsory STEPS training/support days.
- Inviting experts to come into the school to deliver training in specific areas, such as supporting children with dyslexia or ASD, identifying and supporting children with handwriting difficulties, etc.

Training and Resources – How SEN is funded

The SEND Code of practice states that:

- "All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.
- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, head teacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.
- Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support, which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold."
- Detailed information of school spending on SEN can be downloaded from the Royal Greenwich Web Site at:
- http://www.royalgreenwich.gov.uk/downloads/file/2015/schools_outturn_table_b_-_individual_schools_expenditure_summary
- The school budget, received from Greenwich LA, includes some money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Section 13: Roles and responsibilities

Roles and Responsibilities – SEN Governor

The Governing body of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCO for the school. The governors and head teacher should ensure that the SENCO has sufficient time and resources to carry out the functions detailed below. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SEN Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Roles and Responsibilities – SENCO

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be a member of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Roles and Responsibilities – SEN Teaching Assistants

SEN teaching assistants are supervised and directed by the class teachers. The SENCO works with class teachers and the SLT to make decisions about TA deployment. The SENCO advises TAs about how best to support pupils with SEN and arranges appropriate training (see section 10).

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members

named above. Of course, as a school we welcome dialogue between parents and LSAs on how a child's day or week has been!

Roles and Responsibilities – Safeguarding

The Designated Teachers with specific Safeguarding responsibility are Ms Biney, Headteacher, Mr Elegbede, Pastoral Lead and Miss Pazola, Admin Assistant.

Roles and Responsibilities – LAC funding

The member of staff responsible for managing PPG/LAC funding is Ms Biney

Roles and Responsibilities – Medical Needs

Please refer to the school policy on Supporting Pupils with Medical Conditions for details of staff responsible.

Section 14: Storing and managing information

Documents relating to pupils' SEND are stored securely. Copies of documents that are relevant to the teaching of pupils can be requested by class teachers and TAs from the SENCO, and copies of these documents will be given to the class teacher or TA in order to inform their planning for the pupil. These may include documents such as Speech and Language therapist reports, STEPS programmes, Educational Psychologist reports, ASD Outreach team reports, Medical diagnoses or recommendations, etc.

When a child leaves the school, their SEN file will be passed on to their new school or their parents/carers. If this has not happened for any reason, such as no forwarding address being given to the school, the files are kept for a minimum of one year. When files are unclaimed or no longer needed, documents within them are shredded.

Please see our school Confidentiality Policy.

Please see our school Document Management Policy.

Section 15: Reviewing the policy

This policy will be reviewed by the SENCO, Headteacher and SEN Governor annually.

Section 16: Accessibility

The statutory responsibilities of the school:

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all school and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce a written accessibility plan for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings

Please see our accessibility policy.

Section 17: Dealing with Complaints

Please see our complaints policy.

Section 18: Bullying

Please see our Anti Bullying Policy.

Section 19: Local Offer/SEN Report

Please see our Local Offer / SEN Report.

Update and Review
This policy was updated in September 2025
It is due for review in September 2026