

Dulwich Hamlet Educational Trust

Dulwich Hamlet Junior School

Special Educational Needs and Disabilities (SEND) Policy



Approved by the Local Governing Body during the term: Autumn 2020

Next Review date: Autumn 2022

Aims of this policy

This SEND policy sets out how our school will support and make provision for pupils with special educational needs and disabilities. It also explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

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, SEND coordinators (SENDCOs) and the SEND information report.

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

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 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.

Our Vision and Values

'Outstanding learning, within a glittering curriculum, where everyone matters.'

Respect, Integrity, Resilience and Enjoyment

At Dulwich Hamlet Junior School, we are committed to providing all of our pupils with an outstanding education so that they can reach their full potential. We pride ourselves on being an inclusive school with equality of opportunity at the heart of everything that we do.

We aim to:

- include all pupils in all aspects of school life and give pupils a voice in their own education
- work together with parents and carers and fully involve them in their child's education
- work closely with external agencies and professionals to seek the best possible provision for pupils and support for their families, where appropriate
- raise the educational attainment of all pupils, by identifying potential barriers to their learning and making provision which enables them to overcome them
- recognise and celebrate the progress and achievements that all members of the educational community make
- promote and support the social and emotional development of all pupils, enabling them to become independent and resilient learners
- ensure that resources for SEND are closely matched to need and represent value for money
- continue to build staff expertise in all aspects of SEND, through continued professional development
- develop inclusive practices throughout the educational community and promote equality of access and opportunity for all learners
- continuously monitor and evaluate the success of our policy and practice.

Roles and Responsibilities

Parents are always encouraged to discuss any concerns they may have about their child's progress with the class teacher first, after which a meeting with the SENDCo may be arranged.

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 that they follow and implement the SEND Policy.

The SENDCo (Lilian Koder) will:

- Work with the Head of School and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- 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 SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Make referrals to, and be the point of contact for, external agencies, including the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEND up to date.

The Head of School (Claire Purcell) will:

- Work with the SENDCo and SEND governor 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.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Monitoring Arrangements

This policy will be reviewed by the SENDCo and Head of School bi-annually. This policy is approved by the governing body and is shared with all staff.

Links with other policies and documents

This policy should be read alongside our SEND Information Report, which is updated annually.

This policy also links to our other policies on:

- Equality, including Accessibility
- Values and Behaviour
- Supporting pupils with medical conditions
- Admissions

