

SEND Policy

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| Policy Owner: | Headteacher/SENDCo |
| Queries to: | Headteacher/SENDCo |
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1) What is the policy about?

This policy outlines the requirement and expectation of all members of staff at Catch22 for the provision of education for pupils with Special Educational Needs and Disabilities. It complies with the following:

- The statutory requirements set out in the [SEND code of practice 0-25](#)
- [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 coordinators (SENCOs) and the SEN information report

We define pupils with Special Educational Needs & Disability (SEND) as those who have

'A significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools' (Code of Practice 0-25).

These difficulties may be physical, emotional, psychological or medical. The definition of learning difficulty does not apply to pupils who face barriers to learning due solely to having English as an additional language.

Brunel School is committed to supporting pupils and helping them to develop the skills they need to progress to the next stage of their life and learning. This is achieved through identification of need and providing appropriate support in areas and at a pace, which is unique to the pupils, whilst maintaining an inclusive philosophy.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance, provided in the SEND Code of Practice.
- Ensure that all pupils reach their potential through the implementation of this policy.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide support, advice and training for all staff working with special educational needs pupils.
- Promote positive attitudes to learning.
- Provide pupils with equality of opportunity and promote social inclusion.
- To identify and overcome specific barriers to learning.
- To monitor and review EHCPs regularly.
- Raise educational achievement especially in relation to literacy and numeracy.
- Promote pupils' personal, spiritual, moral, cultural and social development as an integral part of their experience.
- Foster positive relationships based on trust.

- Develop pupils' self-esteem and self-worth.
- Prepare for the next stage of their career e.g. reintegration, college placements, work experience; Work in partnership with parents/carers and all relevant support agencies.
- Assess, apply and provide access arrangements for examinations where necessary.

2) Who does this policy apply to?

All pupils, staff, parents, external agencies, commissioners.

3) Roles & Responsibilities (Policy Requirements)

The SENCO

The SENCO of **Brunel School** 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 coordination 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher 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 the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at the school's governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within their school and update the board on this

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

The Headteacher

The Headteacher will:

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

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

4) Monitoring Arrangements

This policy will be reviewed by the school's SENDCo every year.

The information report will be:

- Reviewed every year by the SENDCo and SEN Governor
- Updated if any changes to the information are made during the year

Both documents will be approved by the board of trustees.

Brunel School reserves the right to amend this policy, following consultation, where appropriate.

5) Related Policies

- Special Partnership Trust Equality and Diversity Policy
- Curriculum
- Complaints policy
- Accessibility policy
- SEND information report

6) Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints and feedback policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7) Helpful Contacts

- **Contact details of support services for parents of pupils with SEN**

SENDIAS can be contacted via the Torbay Council Website:

<https://www.torbay.gov.uk/schools-and-learning/send/send-services/information-forparents/sendias/>

- **The Local Authority Local Offer**

<https://www.torbay.gov.uk/schools-and-learning/send/send-services/local-offer/>

- **School contacts**

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Please see our SEND Full Information Report for further information