



## SEND POLICY

### Legislation and guidance

This policy document is produced in response to the statutory Special Educational Needs and Disability (SEND) Code of Practice January 2015, which provides statutory guidance on duties, policies and procedures for school and takes account of 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 (SEND) Regulations January 2015, which sets out the schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Coordinator (SENDCOs) and the SEND information report;
- The Equality Act 2010, which sets out schools' duties to protect pupils from discrimination and disadvantage.

### Definitions

A pupil has SEND where their learning difficulty or disability calls for special educational provision. 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.

A child or young person has a learning difficulty or disability if they have:

- • significantly greater difficulty in learning than the majority of others the same age,

or

- a disability which prevents or hinders him/her/them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Children and young people who have special educational needs may have disability under the Equality Act 2010. A person with a disability is defined by the Equality Act 2010 as having a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on the person's ability to carry out normal daily activities. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs but where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

### Aims and Objectives

SEND policy aims to:

- Set out how we will support and make provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Den fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The Den recognises, respects and values difference and understands that diversity is a strength. We have the highest expectation of all our pupils, including those with SEND. We aim to deliver personalised lessons with the needs of our pupils in mind.

## Roles and Responsibilities

We will:

- Keep up to date with relevant SEND legislation and ensuring policies and practices remain compliant.
- Promote inclusion and equality, ensuring that all pupils have access to high-quality education regardless of their needs or disabilities.
- Implement a system of quality assurance to ensure that we provide high-quality support and education for SEND pupils
- Ensure that all staff comply with legal obligations related to SEND, including those related to EHCPs and the Equality Act
- Maintain transparency in decision-making and holding staff accountable for their responsibilities within the SEND policy.
- Address disputes or concerns related to SEND provision and work to find resolutions that prioritise the best interests of the pupils involved.
- Work with parents and external agencies to collect and analyse relevant data
- Continuously monitor the progress of SEND pupils within your setting
- Evaluate the impact of interventions and making adjustments as needed
- Collaborate with external agencies and specialist to ensure the necessary support services are available
- Act as a liaison between parents, teachers, school leaders, and external agencies to ensure that the needs of pupils with SEND are being met.
- Communicating regularly with parents and guardians, providing them with updates on their child's progress and ensuring their input in decision-making.
- Advocating for the rights and needs of pupils with SEND and empowering SEND pupils to become active participants in their own education and future planning
- Maintaining records and documentation related to SEND, including Individual Learning Plans (ILPs) and EHCPs (Education, Health, and Care Plans).
- 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;
- Establish a classroom environment that is conducive to the needs of pupils with SEND, considering sensory, physical, and emotional factors
- Ensure appropriate materials are accessible for pupils with additional needs
- Advocating for the rights and needs of pupils with SEND within the school

## Admissions

### *Local Authority funded places:*

Pupil places will be allocated after discussions with the relevant Local Authority and parents. The Den will have access to EHCPs of pupils. Regular reviews will take place to ensure the provision in place is appropriate for the pupil. Where the provision is deemed to be inappropriate, The Den will meet with parents, the local authority and relevant outside agencies to plan next steps.

### *Privately funded pupils:*

The Den will meet with parents and any relevant professionals. The Den will have access to EHCPs of pupils. Regular reviews will take place to ensure the provision in place is appropriate for the pupil. Where the provision is deemed to be inappropriate, The Den will meet with parents and relevant outside agencies to plan next steps.

## Details of support services for parents of pupils with SEND

Central Bedfordshire's Special Educational Needs Information, Advice and Support Service (SENDIASS):

<https://cbsendiass.org>

Independent Advisor of Special Education Advice (IPSEA):

<https://www.ipsea.org.uk/>

Central Bedfordshire Local Offer:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Please also speak to Directors of The Den, for additional support services in your local area.