



# SEND Policy 2023-2024

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Person(s) Responsible:

Kate Lawrence, Deputy Headteacher

Formally adopted by the  
Governing Body:

September 2023

Review date:

September 2024



# SEND Policy 2023-2024

## Rationale

At Biggin Hill Primary School we value each child for who they are and firmly believe in our mantra that all children are the 'same but different'. Individuality and diversity are celebrated and encouraged through our commitment to promoting our children's strengths by providing opportunities for all children to succeed. Through early identification of need, we aim to support and challenge our children by removing barriers to learning and providing equal opportunities for all.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out the vision, values and broader aims of the Biggin Hill Primary School and the arrangements for children with SEND

This policy 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND co-ordinators (SENCOs) and the SEND information report
- [Equality Act 2010: advice for schools DfE \(2014\)](#)
- [SEND Code of Practice 0 – 25 \(2015\)](#)
- [School Admissions Code of Practice](#)
- [The Special Educational Needs and Disability Regulations \(2014 linked to clause 64\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions \(2017\)](#)
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- [Teacher Standards](#)

A child has special educational needs if they have a learning difficulty or disability which calls for provision to be made for them within the four broad areas of SEND: Learning and Cognition; Social, Emotional and Mental Health, Sensory and/or Physical, Communication and Language.

A child or young person is defined as having 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

The code of practice (2014) states that 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 successful transition into adulthood.

At Biggin Hill Primary School we aim to improve the outcomes of all children with special educational needs by:

- Acting swiftly in identifying any additional needs of our children
- Respecting the views of the child and parents during the identification process
- Supporting our children and parents in addressing additional needs
- Endeavouring to provide our children with a broad and enriched curriculum, which is accessible to all, regardless of need
- Ensuring our children with additional needs receive the same opportunities and make progress in line with their peers who do not have special educational needs through planning for the individual and setting high expectations
- Regularly planning for, assessing and reviewing provision and support in place for our children with special educational needs in order to maximise achievement
- Providing a range of extracurricular activities and enrichment activities accessible to all children
- Enabling our children to take ownership of their learning by involving them in decision making where possible about their education
- Collaborating with parents, carers, teachers, learning support assistants and external agencies to ensure a holistic approach is used in supporting our children.
- Making SEND and Inclusion an integral part of the School Improvement Plan
- Ensuring the Governors are fully informed of SEND and Inclusion provision provided to our children

## **Roles and responsibilities**

### **The SENCO and Inclusion Lead**

The SENCO and Inclusion Lead is **Kate Lawrence** - [k.lawrence@bigginhillps.com](mailto:k.lawrence@bigginhillps.com)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual children with SEND, including those who have EHC plans and PRA agreements
- Provide professional guidance to colleagues and work with staff, parents, and agencies to ensure that children with SEND receive the appropriate support and receive high quality teaching
- Work with the lead for behaviour to ensure policies are adapted to include children with all needs including high levels of social, emotional and mental health challenges
- Advise on the graduated approach to providing SEND support (plan, do, assess, review)
- 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 board 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 SEND up to date

## **The Inclusion and SENCo Assistant**

The Inclusion and SENCo Assistant is **Rachel Knott** - [r.knott@bigginhillps.com](mailto:r.knott@bigginhillps.com)

The Inclusion and SENCO Assistant will:

- Be on hand to answer any queries related to SEND should the Inclusion lead not be available
- Work alongside the Inclusion Lead and Mental Health Lead to ensure outstanding practice and support for SEND children is evident across the school
- Track referrals and liaise with outside agencies
- Manage the Inclusion calendar to ensure all deadlines are clear and set to members of teaching staff
- Support the Inclusion lead with Outreach programmes
- Support the Inclusion Team (including LSAs) with timetabling provisions
- Monitoring Edukey

## **The SEND governor**

The SEND Governor is **Laura Tully**

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

## **The Headteacher**

The Headteacher is **Hannah Freeman** – [h.freeman@bigginhillps.com](mailto:h.freeman@bigginhillps.com)

The Headteacher will:

- Work with the Inclusion Lead 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 SEND 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 Learning Support 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 Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **Learning Support Assistants**

Learning Support Assistants will:

- Work closely with Class Teachers in providing support for our children through in class support, additional interventions and resources
- Provide class teachers with feedback to inform planning, support assessment and review progress
- Support the social, emotional and mental health needs of all children by encouraging positive interaction both in the classroom and on the playground

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENCO and Inclusion Lead, Headteacher and SEND Governor **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.

### **Links with other policies and documents**

This policy should be read in conjunction with:

- SEND Information Report
- Accessibility plan
- Behaviour Policy
- Subject specific policies
- Equal Opportunities Policy
- Supporting pupils with medical conditions