



**Stamford Green Primary School and Nursery**

# **Special Educational Needs and Disability (SEND) Policy**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 18.11.21

# Special Educational Needs and Disability (SEND) Policy Contents

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# Stamford Green Primary School

## Special Educational Needs and Disabilities (SEND) Policy

### 1. Rationale

- a) At Stamford Green Primary School and Nursery, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly.
- b) We aim to identify needs early in their educational career and provide appropriate support. At all times, we aim to remove barriers to learning and ensure equality of opportunity for all.
- c) We value the involvement of the child, the family and the team working around the child at all times. We work in partnership with external agencies to ensure that all children, including those with SEND, make the best possible progress.
- d) 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:
  - I. achieve their best
  - II. become confident individuals living fulfilling lives, and
  - III. make a successful transition into adulthood, whether into employment, further or higher education or training.
- e) We believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place to remove barriers to learning and meeting their full potential.

### 2. Aims and Objectives

In line with the Code of Practice, we will:

- a) Identify and address the SEND of the pupils we support. The 4 broad areas of need are:
  - i. Communication and interaction
  - ii. Cognition and learning
  - iii. Physical and Sensory
  - iv. Social, emotional and mental health needs
- b) Use our best endeavors to ensure that a child with SEND gets the support they need.
- c) Ensure that all children with SEND are offered full access to a broad,

balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.

- d) Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- e) Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- f) Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education.
- g) Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education

### **3. Context**

- a) A child is defined as having SEND if they have a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age.
- b) A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

### **4. Implementation of the Policy**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- a) Making SEND provision an integral part of the School Success Plan.
- b) Enabling identified children with SEND to reach their full potential.
- c) Enabling successful transition of SEND pupils from year to year, when joining our school and also when transitioning to new provision (for example, moving on to secondary school).
- d) Arranging specialised support, where possible and appropriate, to meet the needs of individuals and groups of children.
- e) Enabling all children with SEND to join in the activities of the school together with children who do not have SEND, as far as is reasonably practical.
- f) Regular monitoring of the progress and development of all pupils.

- g) Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- h) Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- i) Ensuring that appropriate staffing and funding is in place for children with SEND.
- j) Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School's SEND provision and Inclusion overall.
- k) Involving the full Governing Body in the future development and monitoring of this policy.

## **5. The Role of the SENCO**

- a) The SENCO (Deputy Headteacher:Inclusion) Mrs Kathryn Dray ([drayk@stamford-green.surrey.sch.uk](mailto:drayk@stamford-green.surrey.sch.uk)) has qualified teacher status and holds the National Award in Special Educational Needs Co-ordination.
- b) Supports colleagues in identifying SEND and co-ordinating appropriate provision.
- c) Presents progress and attainment of the children in a termly Inclusion Report to Governors.

## **6. The Role of the Teacher**

The class teacher:

- a) Takes responsibility for the needs of all pupils. 'A teacher is a teacher of all pupils'.
- b) Is responsible for the initial identification, assessment, planning and evaluation to meet individual needs.

## **7. Other information**

- a) This policy needs to be read in conjunction with the school's SEND information report.
- b) Surrey's Local Offer is a range of services and provisions available to children and young people up to age 25 with SEND.  
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- c) The Code of Practice 2014:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)