



## SEND Policy

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### PURPOSE

1. Our SEND policy aims to:
  - Set out how our college will support and make provision for students with special educational needs and disabilities alongside the SEND Information Report.
  - Explain the roles and responsibilities of everyone involved in providing for students with SEND
2. Our fundamental aim is to raise the aspirations and expectations of and for all students with additional needs through creating a focus on outcomes. We work with the student, their teachers and their families to see how these outcomes might be achieved. This positive looking forward provides a framework for development for the student, putting them very much at the heart of the process.

### LEGISLATION AND GUIDANCE

3. 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 the college's responsibilities for students with SEN and disabilities
  - The Special Educational Needs and Disability Regulations 2014, which set out the college's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN Information Report.
  - [Equality Act 2010](#)
4. This policy also complies with our funding agreement and articles of association.

### DEFINITIONS

5. A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
6. 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
7. 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.  
(SEND Code of Practice 2015)

## ROLES AND RESPONSIBILITIES

<p><b>Board of Governors</b></p> <p><b>SEND governor</b></p> <p><a href="mailto:birkettj@st-augustines.wilts.sch.uk">birkettj@st-augustines.wilts.sch.uk</a></p>	<ul style="list-style-type: none"> <li>• Help to raise awareness of SEND issues at governing board meetings.</li> <li>• Monitor the quality and effectiveness of SEND and disability provision within the college and update the governing board on this.</li> <li>• Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the college.</li> </ul>
<p><b>The Headteacher</b></p> <p><a href="mailto:forsterd@st-augustines.wilts.sch.uk">forsterd@st-augustines.wilts.sch.uk</a></p>	<ul style="list-style-type: none"> <li>• Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the college.</li> <li>• Have overall responsibility for the provision and progress of learners with SEND and/or a disability.</li> </ul>
<p><b>SENCO</b></p> <p><a href="mailto:hodgesr@st-augustines.wilts.sch.uk">hodgesr@st-augustines.wilts.sch.uk</a></p>	<ul style="list-style-type: none"> <li>• Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the college.</li> <li>• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.</li> <li>• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.</li> <li>• Advise on the graduated approach to providing SEND support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively.</li> <li>• Be the point of contact for external agencies, especially the local authority and its support services.</li> <li>• Liaise with previous and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.</li> <li>• Work with the headteacher and governing board to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.</li> <li>• Ensure the college keeps the records of all students with SEND up to date.</li> </ul>
<p><b>Subject Teachers</b></p>	<ul style="list-style-type: none"> <li>• Each subject teacher is responsible for: <ul style="list-style-type: none"> <li>• The progress and development of every student in their class</li> <li>• Working closely with any Teaching Partners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching</li> <li>• Working with the SENCO to review each student's progress and development and decide on any changes to provision</li> <li>• Ensuring they follow this SEND policy</li> </ul> </li> </ul>

## MONITORING ARRANGEMENTS

8. This policy will be reviewed by the SENCO and Governor with responsibility for SEND **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

9. This policy links to our policies on:
- Accessibility plan
  - Anti Bullying and Harassment
  - Behaviour for Excellence
  - Complaints Procedure

- Child Protection and Safeguarding Policy
- SEND Information Report
- Supporting students with Medical Needs

10. They can be found on our website [www.st-augustines.wilts.sch.uk](http://www.st-augustines.wilts.sch.uk)

Signed by:	<p style="text-align: center; font-size: 1.5em;">David Forster</p> <p style="text-align: right;">Headmaster</p>
Date:	July 2021
Next review date:	July 2022