

Hope Valley College

SEND Policy

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Version number:	1.0
Implementation date:	July 2021
Next review:	July 2022
Name and job title of author:	Richard Griffin - SENCO
Target audience:	Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
Related documents:	Accessibility Plan/Safeguarding & Child Protection Policy/ Good Behaviour Procedure/SEN Information Report



**Hope Valley
College**

Chorus Education Trust

Contents

Aims	3
Legislation and guidance	3
Definitions	3
Roles and responsibilities	4
The SENCO	4
The SEN governor	4
The Principal	4
Class teachers	5
SEN information report	5
Monitoring arrangements	5
Links with other policies and documents	5

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Mission statement for SEND Improvement is right time; right place; right person. Meaning that however we intervene with learners, we do this at the right stage in their school lives (for some students that is earlier in their school career, for some it is later on). In terms of the right place, it is balancing which aspects are done within the classroom, where to complete any intervention or alternative provision. The right person means the right person for the job – i.e. teaching assistants not being used as proxy-teachers or buying in professionals who will have more impact where necessary.

Legislation and guidance

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 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 co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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

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.

Roles and responsibilities

The SENCO

The SENCO is Richard Griffin

They will:

- Work with the principal and SEN/safeguarding 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 co-ordination 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 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/safeguarding governor will:

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

The Principal

The principal will:

- Work with the SENCO, lead for inclusion and the SEN/safeguarding governor to determine the strategic development of the SEN policy and provision within 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

SEN information report

This is written every year to provide up to date information about SEN procedures, interventions, and support.

Monitoring arrangements

This policy and information report will be reviewed by Richard Griffin – SENCO and Debbie Petts – Vice Principal **annually**. 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 links to our policies on:

- Accessibility plan
- Safeguarding & Child Protection
- Good Behaviour Procedure
- SEN information report