



**Cabot
Learning
Federation**

Special Educational Needs and Disabilities (SEND) Policy

Creation Date	October 2024
Implementation Date	October 2024
Review Frequency	Annually
Last Reviewed	New Policy
Approval	CLF Board and Full Academy Council
DfE Status	Statutory

Contents

Contents	2
1. Equalities Impact Screening	3
2. History of most recent Policy Changes.....	3
3. Aims and Objectives of this Policy.....	3
4. Legislative Compliance	3
5. Definitions	4
6. Roles and responsibilities.....	4
7. Data Protection Implications.....	6
8. Monitoring arrangements	6
9. Links with other policies and documents	6

1. Equalities Impact Screening

Date of screening: October 2024						
Name of person completing screening:						
CLF: Saima Akhtar						
Academy / School: Priorswood Primary School						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age		x		x		
Disability	x		x			See below
Gender Reassignment		x		x		
Race or Ethnicity		x		x		
Religion or Belief		x		x		
Marriage		x		x		
Pregnancy/ Maternity		x		x		
Sex		x		x		
Sexual Orientation		x		x		
Carers / in-care		x		x		
Should the policy have a Full Equalities Impact Assessment? No						
If no – please state reasons:						
The policy aims to have a positive impact on students with Special Educational Needs or Disabilities (SEND)						

2. History of most recent Policy Changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
Oct 2024	Whole Document	Creation of new policy	An updated version of the policy in line with CLF's suggested format.

3. Aims and Objectives of this Policy

3.1 Our SEND policy and information report aims to:

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

Priorswood Primary School (PPS) will work to achieve the best possible outcomes for all young people and will ensure their opportunities for inclusion and promote equality of opportunity for all. PPS is committed to a truly inclusive environment for all young people regardless of ability or disability, social or economic status. Our school prioritises the importance of inclusion and is at the heart of our school's culture and ethos.

We believe this will provide a safe and supportive learning environment whereby students can grow, develop and progress to their full potential. We seek to deliver a learning environment which promotes participation and removes barriers to learning and challenges students may face, to ensure our students succeed to the highest level of their own personal achievement.

4. Legislative Compliance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.

5. Definitions

A student has SEND 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 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.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO is Sarah Fitzsimmons.

They will:

- Work with the Principal and SEND Link School Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- 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 EHCPs.
- 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.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and School Council to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the Academy keeps the records of all students with SEND up to date.

6.2 The SEND School Councillor:

The SEND Link Academy/School Councillor is Cherry Hingston.

They will:

- Help to raise awareness of SEND issues at council board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy/School Council on this.
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the Academy.

6.3 The Principal

The Principal is Carly Ellis.

They will:

- Work with the SENDCO and SEND School Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

7. Data Protection Implications

The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

8. Monitoring arrangements

This policy and information report will be reviewed by Sarah Fitzsimmons, SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Council.

9. Links with other policies and documents

This policy links to our policies on:

- CLF Equality, Diversity and Inclusion Statement
- CLF Data Protection Policy
- Supporting pupil's with medical needs and incorporating health care needs
- Behaviour and Discipline Policy
- Accessibility Plan
- Priorswood SEND Information Report