Policy Title	Special Educational Needs and Disability Policy		
Last Review Date	September 2026	**Next Review Date**	September 2027
Responsibility	Stephanie Boden	**Date Approved**	
Change History	November 2022 Information report element removed and established as a separate document- by request of AP and EP.		
	Governor- changed to Committee member		
	September 2024: AP changed to HT. Send committee member name updated		
	September 2026: New SENCo details updated		

‘With God’s love, we can be our best’

This policy is written in line with the requirements of:

- Children and Families Act 2014, Part 3, which sets out schools' responsibilities for pupils with SEN and disabilities Children and Families Act 2014, Part 3
- SEND Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools — Special Educational Needs Co-ordinators
Schedule I regulation 51— Information to be included in the SEN information report
Schedule 2 regulation 53 — Information to be published by a local authority in its local offer

- Equality Act 2010 Advice for Schools
- Schools Admission Code 2021
- School Information Regulations (Amendment) 2021

This policy may be read in conjunction with the following school policies;
Behaviour/Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Accessibility Policy, Health and Medicines Policy.
This policy was developed with thorough consultation of all stakeholders in the school community and will be reviewed at least annually.

Aims
Our SEND Policy and Information Report aims to outline the roles and responsibilities of all staff who are involved with providing additional support to those learners with Additional (Special) Educational Needs and or Disabilities.
The separate information report will identify how More Park Catholic Primary School provides for its learners who have Additional Educational Needs.
At More Park we are inclusive and we recognise the different ways in which children learn, we understand that all children may need additional support at some point during their education and strive to meet the needs of each child. We hold high expectations for all pupils in the school and are committed to ensuring each pupil has the opportunity to achieve the best they can.
More Park is a nurturing environment, embedded within the local community. Children's wellbeing and safety is paramount. The curriculum is designed to meet the needs of all children and considers each person's starting points, which enables every child to be successful and to make progress.
More Park works in close partnership with Kent County Council, parents, children, the Specialist Teaching and Learning Service, Kent Community Paediatrics and other outside agencies. The SEND Local Offer for Kent can be found here.
The role of SENCO is held by Stephanie Boden. Tel: 01732 843047

Definitions of SEND

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice, 2014, p 4)

(c)

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 — that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical or sensory needs

Roles and Responsibilities

The SENCO

The SENCO is Stephanie Boden (01732 843047)

The SENCO will:

- Work with the Headteacher (Mrs Deborah Seal), and the SEND Committee member (Mrs T Ostridge) to determine strategic development of the SEND Policy and SEND provision at More Park.
- Have day-to-day responsibility for the implementation of the SEND Policy and coordinate the provision made available to those learners with identified additional needs and those with Education and Health Care Plans (EHCP'S).
- Provide professional guidance and support to colleagues and work with parents and other agencies to ensure the quality of provision to learners and to improve Quality First Teaching in all classes.
- Advise and ensure the integrity of the Graduated Approach to providing SEN support at More Park
- Along with Headteacher (Mrs Deborah Seal), advise on the allocation of the school's delegated budget, acquiring resources as necessary to meet the needs of learners.
- Be the point of contact for outside agencies.
- Collaborate with other SENCOs from the Trust and local schools to share and ensure best practice.
- Liaise with subsequent providers of education and ensure children are adequately prepared for their transition.

- Work with the Academy Principal and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps accurate and current records of all children with SEND.

The SEND Committee Member

The SEND committee member is Mrs T Ostridge.

The SEND committee member will:

- Help to raise awareness of arising SEND issues at Academy Committee meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Academy Committee on findings and progress.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND Policy and the provision in the school.

The Headteacher

The Headteacher (Mrs Deborah Seal) will:

- Work with the SEND Committee member and the School SENCO 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 SEN and/or disability

Class Teachers

All class teachers will be responsible for:

- The progress and development of every child in their class, including those with SEND
- Working closely with teaching assistants and specialist staff to plan (intent and implement) impactful support and interventions and to assess the impact of interventions, ensuring that progress is generalised and continued in the classroom.
- Working closely with the SENCO to review each learner's progress and development and decide on adjustments to provision that may be required.
- Ensuring they follow the SEND policy.

Approved by the Academy committee on

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Next review on September 2027 _____