



OUR LADY & ST OSWALD'S CATHOLIC PRIMARY SCHOOL

SEN POLICY

'Through Christ, we Inspire and Flourish'

1. 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

2. Legislation and guidance

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 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-ordinator (SENCOs) and the SEN Information Report.

[The SEND Local Offer](#) The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process.

3. 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 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.

4. Roles and responsibilities

4.1 The SENCo

The school's SENCo is Mrs. Nic Bateman.

The SENCo will:

- Work with the Head teacher and SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board 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

4.2 The SEN Governor

The school's SEN Governor is Mrs. Amanda Ali. The SEN 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 Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Head teacher

The school's Head teacher is Mrs. Nikki O'Dwyer. The Head teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in his or her 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
- Review pupils's progress termly linked to their personalised targets outlined on their Individual SEND Support Plan, set new targets and ensure provision support children to achieve these targets.
- Ensuring they follow this SEN Policy and SEN Information Report

5. SEN Information Report

Please refer to separate document, available on the school website, or as a hard copy from the school office.

6. Monitoring arrangements

Nic Bateman, SENCo, every year will review this policy and information report. It will also be updated if any changes to the information are made during the year. The governing board will approve it.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- The SEND Information Report

Reviewed: January 2024

Next Review Date: January 2025