

Slough and Eton Church of England Business and Enterprise College



A Member of Slough and East Berkshire C of E
Multi Academy Trust

SEND Policy and Information Report

Owner:	Mr Steve Thatcher
Ratified by Governing Body:	<i>James M. Sneyd</i>
Date Ratified:	November 2023
Date Policy to be reviewed:	Autumn 2024

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. Monitoring arrangements	4
6. Links with other policies and documents	4
7. Acronyms.....	4

1. Aims

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 SEN

At Slough and Eton Church of England Business and Enterprise College, (hereafter known as the school), we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This policy outlines how the school promotes the successful inclusion of students with Special Educational Needs and Disabilities (SEND). Further information can also be found in the school's Special Educational Needs Information Report.

2. 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 students 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.

3. Definitions

A student has SEND if they have a substantial and long-term 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 and Head of Resource Base

The SENCO is Navjot Sandhu (nsa@slougheton.com) the Resource Base Head is Jill Cowley (jco@slougheton.com)

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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
- 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 school'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
- Support all students during phase transfer from primary school alongside the Head of Year 7 who manages the transition between primary and secondary school
- 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 Senior Leadership Team, Headteacher 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 the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher, SENCO and Head of Resource Base to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO, Head of Resource Base and SEND governor 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 a disability

4.4 Class teachers

All members of staff are responsible for helping to meet students' Special Educational Needs and for helping the school to identify students who may need extra support.

Each class teacher is specifically responsible for:

- The progress and development of every student in their class
- Familiarising themselves with the nature of SEN of any pupils in their classes

- 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 and Head of Resource Base to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Monitoring arrangements

This policy and information report will be reviewed by Mr Thatcher, Deputy Headteacher **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 body.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour for Learning Policy
- Equality information and objectives
- Supporting students with medical conditions

7. Acronyms List

CAMHS	Child and Adolescent Mental Health Service
CATs	Cognitive Ability Tests
EHC Plans	Education, Health and Care Plans
IEP	Individual Education Plan
IHCP	Individual Health Care Plan
INSET	In Service Training
PATH	Planning Alternative Tomorrows with Hope
PEEPs	Personal Emergency Evacuation Plans
PEP	Personal Education Plan
PSHE	Personal, Social and Health Education
PSP	Pastoral Support Plan
SEBDOS	Social, Emotional and Behavioural Difficulties Outreach Service
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDASS	Slough SEN Advice and Support Service