## SEND Policy

Approved by the Governing Body of Sky College

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<th>Chair of Governors:</th>
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Approved by the Headteacher/ Head of Specialism of Sky College

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1. Aims

At Sky College we support young people with Social Emotional & Mental Health / Speech Language Communication Needs and believe that each pupil is individual and unique. All of our pupils have an EHCP and require additional support. If our pupils are to achieve their full strategies for dealing with their needs in a supportive environment, and to give them meaningful access an appropriate curriculum.

Our aim is to be an outstanding provider of a personalised education where every student has a voice, is supported therapeutically to overcome barriers and empowered to contribute to society through a sense of belonging and accomplishment.

2. Who was involved

3. Legislation and Guidance

This policy and the SEN 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

4. 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.
5. Roles and responsibilities of the Headteacher, other staff and Governors

5.1 The Headteacher
The Headteacher has responsibility for:
- The management of all aspects of the school’s work
- Keeping the Governing Body informed
- Working closely with personnel within the School
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors
- All staff are aware of the need to identify and provide for pupils

5.2 The Head of Specialism and SENCo
The Head of Specialism is Louise Reah – 01823 275569
The SENCO (part-time) is Sue Hampson – 01823 275569

The Head of Specialism in support of the SENCO is responsible for:
- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupil need
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs); setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN
- Ensure parents are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school’s SEN register and records
- Assisting in the monitoring and evaluation of progress of pupils through the use of school assessment information
- Contributing to the in-service training of staff
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Ensuring that parents/carers are notified of the special educational provisions made for their child via the Annual Review process
5.3 Keyworkers (Class Teachers)

Keyworkers are responsible for:

- Including all pupils in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENCO
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils
- Giving feedback to parents of pupils
- Contributing to the review and development of SEN documentation such as annual reviews and EHCPs.

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils
- Use the school’s procedures for giving feedback to teachers about pupils’ responses to tasks and strategies

The Governing Body will ensure that:

- SEN provision is an integral part of the School Development Plan
- The necessary provision is made for all pupils
- They have regard to the requirements of the SEN code of Practice (2001)
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school’s work
- The quality of SEN provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy

6. Monitoring arrangements

This policy and information report will be reviewed by Governors 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 board.
7. Relationship to other policies

Primarily this policy supports the SEN information report which is available on our website and attached (Appendix A).

This policy should also be read in conjunction with the following documents:
- Accessibility Plan
- Teaching and Learning Policy
- Curriculum Statement
- Equality and Diversity Policy
- Assessment and Marking Policy.