



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Updated by	Sarah Barnard
Updated when	July 2024
Signed by	Sarah Barnard
Next Review Date	July 2025
Statutory Policy	Yes
On school website	Yes

1. RATIONALE:

At Riverside we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We recognise that many children will have SEN and believe that all children can be helped to overcome their difficulties. We do this by implementing Quality First and Adaptive Teaching strategies, across the broad and balanced curriculum, with appropriate interventions where required.

2. AIMS:

Our SEN Policy and information report aims to:

- Set out how Riverside Primary School and Nursery will make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

3. LEGISLATION AND GUIDANCE:

This policy is based on the statutory 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 Plans (EHCP), SEN Coordinators (SENCOs) and the SEN Information report

4. DEFINITIONS:

A child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is

- a significant greater difficulty with learning than the majority of others the same

age,

Or

- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational provision that is in addition to or different from that made generally for others of the same age in a mainstream school in England.

5. ROLES AND RESPONSIBILITIES:

5.1The SENCO:

The SENCO at Riverside is Sarah Barnard who can be contacted via the school office on 01628 621741 or office@riversideprimaryschool.org.uk

The SENCO will:

- Work with the headteacher 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 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

5.2 The SEN Governor:

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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3The headteacher:

The headteacher will:

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

5.4 Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil of their class
- Working closely with any support staff 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 to review each pupil's progress and development and decide on any changes to provision
- Maintaining up to date records for pupils with SEN including Learning Plans, Behaviour Plans and details of provisions.
- Ensuring they follow this SEN Policy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

6. SEND Information Report

See separate document **SEND Information Report – July 2025**