



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

SEN POLICY

Policy Number	0013		Policy Author	V Oddy / L Sherman
Date of Last Review	April 2022		Policy Ownership	Finance & Operations
Agreed by Governors	July 2017		Date of Next Review	July 2022

1. Aims

Our SEN policy aims to:

- Set out how our academies will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At The Basildon Academies, we believe in providing every possible opportunity to develop the full potential of all children.

Our aim is that all children with special educational needs and/or disabilities (SEND) participate in activities compatible with the efficient education of other children and the efficient use of resources.

All children will have the right to a full broad and balanced curriculum including extracurricular activities.

All children are valued and their self-esteem promoted. We work in close partnership with parents and carers who play an active and valued role in their child's education.

The Basildon Academies are mainstream educational establishments. Where individual children's needs require additional provision or alternative arrangements, support and reasonable adjustments will be made, in order to ensure that all students make appropriate progress.

SEND students are expected to achieve as highly as possible in respect of national benchmarks for attainment, as well as progress.

The core principles of SEND support are that they should:

- a) Promote high expectations of what students can achieve;
- b) Challenge students to ensure that they do themselves justice;
- c) Be as discreet as possible, to promote the dignity and self-respect of the student;
- d) Be as minimal as possible, to develop the independence of the student;
- e) Take full account of the views of parents, carers and students.

Provision within the academies at departmental and subject level will be organised to ensure that these principles are met. All teachers are responsible for ensuring that all students have access to high quality teaching and that the curriculum is adapted to meet individual student's needs.

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
- Public Sector Equality Duty: [Public sector equality duty - GOV.UK \(www.gov.uk\)](#)

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability that 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 the 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 SENCOs

The Lower Academy SENCO is Lou Sherman, lsherman@basildonacademies.org.uk

The Upper Academy SENCO is Vicky Oddy, voddy@basildonacademies.org.uk

Both SENCOs work with a Cross-Site Deputy SENCO, Rachel Clotworthy:
rclotworthy@basildonacademies.org.uk

They will:

- Work with the Executive 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) 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 students with SEN up to date

4.2 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 Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher

The Executive 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

4.4 Teachers

Each class teacher is responsible for:

- The progress and development of every student in their 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
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and associated SEND information report will be reviewed by the nominated SENCOs **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.