



**LANGWITH BASSETT JUNIOR ACADEMY  
SPECIAL EDUCATIONAL NEEDS & DISABILITIES  
POLICY (INCLUSIVE EDUCATION)**

**DOCUMENT CONTROL**

<b>Policy Level</b>	Trust (Junior & Senior)		
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V 1.0	03.10.2022	Revisions in yellow highlights	

**This policy is written with regard to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)  
And Section 19 of the Children and Families Act 2014**

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## **Mission Statement**

**At Langwith Bassett Junior Academy we strive to enable all children to achieve their full potential and to be included fully in our exciting and stimulating academy life.**

**‘Identifying children’s support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly.’**

***Support and Aspiration: A new approach to special educational needs and disability***

**The Academy believes that with appropriate provision every child with Special Education Needs can be helped to achieve his/her maximum potential.**

## 1. Objectives

It is the objective of the academy to provide an inclusive educational environment for each pupil with the opportunity to fulfill his/her potential using best endeavours to secure special educational provision.

We therefore aim to ensure that: -

- All teachers have high expectations of pupils with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of pupils with SEND.
- We operate a zero tolerance policy on bullying.
- We identify and assess pupils with SEND as early as possible and provide a flexible and staged structure of provision to meet all identified needs.
- We collaborate with education, health and social care services to provide resources to meet the needs of pupils.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.
- All pupils with SEND to be actively involved in the decision making process and be allowed to express their views, wishes and feelings. These views will be taken into account when planning their curriculum giving them greater choice and control.
- We involve parents/carers as partners in the education of their children and provided them with the information and support necessary to enable participation in decision making.
- Pupils with SEND engage in the activities of the Academy alongside pupils who do not have SEND. This reflects their rights as stated in the Children's Act 1989 and the Equality Act 2012.
- All pupils are valued equally as individuals taking into consideration other factors which contribute to learning, behaviour, wellbeing and state of mind.

## **2. Responsibility for the Co-ordination of SEND Provision**

The qualified teacher designated as SEND Coordinator (SENDCo) for the school is Mrs. Sarah Bacon. The named governor for SEND is Mrs Sally Wheatley. The SENDCo is responsible for:

- Determining the strategic development of SEND policy and provision within the Academy.
- Day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision to support pupils with SEND, including those who have Education, Health and Care plans (EHC) plans
- Providing professional guidance to colleagues on the graduated approach to providing SEND support and working closely with staff, parents and other agencies together with an awareness of the provision in the Local Offer.
- Advising on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Liaising with parents/carers of pupils with SEND.
- Liaising with the local authority (LA) and its support services, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers in education for a smooth, planned transition.
- Liaising with the Local Governing Body via the named Governor for SEND and the relevant Designated Teacher where a looked after child has SEND.
- Working with the Associate Principal and Governors to meet the Academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **Experience and Qualifications of SEN Staff**

**Mrs S. Bacon**  
**SENDCo**

**QTS**  
**BA Hons in History and Primary Education with QTS**  
**28 years teaching experience**  
**Derby University – understanding Autism,**  
**Aspergers and ADHD September 2019**  
**Post Graduate Certificate – Special Educational**  
**Needs Coordination October 2019- August 2020**

### **3. Arrangements for Co-ordinating SEND Provision**

The Academy intends that:-

- (i) Having considered all the information gathered from within the school about a pupil's progress alongside national data and expectations of progress, each teacher together with the SENDCo, will make the decision whether to make special educational provision.
- (ii) The SEND Governor will meet with the SENDCo to discuss policies and procedures for meeting the needs of pupils. Outcomes will be shared at relevant ACET Local Governing Body meetings.

### **4. Overview of the SEN Information Report**

The Local Governing Body has published information on the Academy website for pupils with SEND. This includes:

- The kinds of SEND which are provided for;
- Identification and assessment of pupils with SEND;
- Arrangements for consulting parents/carers of children with SEND;
- Arrangements for consulting pupils with SEN;
- Arrangements for assessing and revising progress towards outcome;
- Arrangements for supporting pupils in transition;
- The approach to teaching pupils with SEND;
- How adaptations are made to the curriculum and the learning environment of pupils with SEND including access;
- The expertise and training of staff to support pupils with SEND;
- Evaluating the effectiveness of provision made for pupils with SEND;
- How pupils with SEND are enabled to engage in activities within the Academy;
- Support available for improving emotional and social development;
- How the Academy works with other bodies;
- Arrangements for handling complaints for pupils with SEND;
- Funding.

### **5. Complaints Procedure**

The Local Governing Body will make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to pupils with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their son/daughter at Langwith Bassett Junior Academy should: -

- a) Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.

- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Associate Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
  - i) To the Chairman of the Local Governing Body via the school (Tel. 01663 742236) or the Principal.
  - ii) To the LA (Tel. 01629 533668), DCC Special Educational Needs Section.
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

OFSTED can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This policy is reviewed annually and should be read in conjunction with the academy's;

Access plan  
Child Protection and Safeguarding policy  
Children in Public Care policy  
Equality policy  
SEND Information Report