SEND policy

Approved by:	LGB	**Date:**	July 2025
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At Brownhills West Primary School:

Our Vision:
'For everyone to DREAM BIG and for children to leave school with an ambition to become somebody'

Our Mission:
We nurture, inspire and educate our children in a happy, safe and supportive learning environment where emotional well-being, rounded education and striving for excellence are at the centre of everything we do. Working in partnership with our families and local community, we aim to raise aspirations and for every child to be the best they can be. We equip our children with confidence, a curiosity for learning and skills that will enable them to make positive contributions to the ever changing world.

Our Values:
We value Ambition
We value Belonging
We value Responsibility

Our values underpin all we set to achieve at Brownhills West. To support this, we live by our four school rules:
Be Respectful
Be Ready
Be Safe

Be Kind

1. Aims

Our SEND policy and information report aims to:

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

Brownhills West Primary School Aims

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring
- use their best endeavours to secure special educational provision for those who need it, when the need is "additional to and different from" that provided within the differentiated curriculum, to better respond to pupils needs. This will be done in consultation with the SENDCO
- respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need
- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training and through collaborative working with other staff members and the SENDCO and sometimes with other schools.
- support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies

- work with parents and carers to ensure good attendance, should problems arise

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 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, SEND co-ordinators (SENDCOs) and the SEN information report

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

3. Definitions

A pupil has SEND 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 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 SENDCO

The SENDCO is Faye Perry. She can be contacted by telephone, 01543452766, by email, postbox@brownhills-w.walsall.sch.uk, or through the school reception in person.

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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

This policy should be read in conjunction with the SEND Information Report, published on the school website and reviewed annually.

6. Complaints

Complaints about SEND provision are dealt with within the normal framework of the school's complaints procedure.

7. Links with other policies and documents

This policy links to our other policies:

- Accessibility and Disability Plan
- Behaviour Policy
- Dyslexia Friendly Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions

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