SEN policy

The Bawburgh School

Approved by:	Governors	**Date:** November 2025
Executive Head Teacher	Miss Carla Stedman	
Chair of Govrs:	Mr Chris Scott	
SENCO:	Mrs Joanna Bailey	
Last reviewed on:	November 2024	
Next review due by:	November 2026	

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1. Aims

Our SEN policy is to be read in conjunction with the Special Needs Information Report, together these documents will:-

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

The Bawburgh School believes in going 'Above and Beyond' for all by providing a broad, balanced, relevant and challenging curriculum, which is appropriate to each child's individual abilities, talents and personal qualities.

The unique attributes and qualities of all children are celebrated within the school community and children are encouraged to meet their full potential in all areas of learning, as well as their personal and social development.

The school aims to do this by:

- Helping pupils develop their personalities, skills and abilities.
- Providing appropriate teaching that is both challenging and enjoyable.
- Providing equal educational opportunity for all.

Pupils with SEN and/or disabilities are supported through in-class support, small group activities and individual learning programs in order to tailor and adapt the curriculum to meet each child's specific needs. Specialist advice and equipment are sought where necessary and the school works closely with parents and families to ensure that there is consistency in approach wherever possible.

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, SEN coordinators (SENCOs) and the SEN information report

3. 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN governors 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 coordination 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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

- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow the school's policy and procedures outlined in this document and the Special Needs Information Report.

5.0 Support for parents

5.1 The local authority local offer

Our contribution to the local offer is: SEN Report and Local Offer – The Bawburgh School

Our local authority's local offer is published here:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

5.2 Contact details of support services for parents of pupils with SEN

As the parent of a child with SEND you will find the following link to Norfolk SEND Partnership will contain lots of useful advice and guidance

http://www.norfolksendpartnershipiass.org.uk

5.3 Complaints about SEN provision

Complaints about SEN provision in our school should be made in accordance with the school's complaints procedure. Complainants should speak to the staff member directly in the first instance, via letter, e-mail, telephone or in-person. They will then be referred to the school's complaints policy. More formal complaints should then be put in writing to the Head of School, Mrs Emma Maudlin.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.4 Contact details for raising concerns

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact either Mrs Bailey, SENCO; Mrs Maudlin, Head of School, or Miss Stedman, the school's Executive Head Teacher.
Appointments can be made through the school office.
Tel: 01603 732429
E-mail: office@bawburgh.norfolk.sch.uk

6. Monitoring arrangements

This policy will be reviewed by the school SENCO **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. Links with other policies and documents

This policy links to the following policies and documents:

- Special Educational Needs Information Report
- Accessibility plan

- The Bawburgh School Positive Discipline and Behaviour Policy
- Concerns and Complaints Policy
- Supporting pupils with medical needs and administration of Medicine
- Anti-bullying Policy