



**Nexus Education Schools Trust**

# **Special Education Needs and Disabilities Inclusion Policy**



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| <b>Approved and signed by:</b> | Maurice East (Chair of LGB) | <b>Date:</b> September 2023 |
| <b>Last reviewed on:</b>       | September 2025              |                             |
| <b>Next review due by:</b>     | September 2026              |                             |

## Contents

|                                                  |   |
|--------------------------------------------------|---|
| 1. Aims.....                                     | 2 |
| 2. Legislation and guidance.....                 | 2 |
| 3. Definitions.....                              | 2 |
| 4. Roles and responsibilities.....               | 3 |
| 5. Monitoring arrangements.....                  | 5 |
| 6. Links with other policies and documents ..... | 5 |

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## 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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At John Keats Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

## 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 SEND 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 Maisie Phillips

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 SEND

#### **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

#### **4.5 Speech and Language Therapist**

The Speech and Language Therapist (SALT) is Jenni Evans.

She is responsible for:

- Identifying children's developmental speech and communication difficulties/disorders
- Supporting the SENDCo, class teachers and teaching assistants to devise, implement and review evidence based interventions and/or strategies to support language development in class
- Where appropriate assess communication environments
- Writing and maintaining confidential case notes and reports, as well as information for school staff, parents/carers and other professionals
- Planning and delivering training sessions to increase staff awareness of speech language and communication needs, and improve the effectiveness of interventions and support
- Working 2 full day in school each week

#### **4.6 Educational Psychologist**

We work in partnership with the Southwark Educational Psychology (EP) service.

Our Principal Educational Psychologists are: Emma Pearl & Hanna Hancock

Our Link Educational Psychologist is: Emily Thompson

They are responsible for:

- Advising on the best approaches and provisions to support learning, by developing a wide range of appropriate interventions, such as learning, social, mental and emotional behaviour management programmes
- Work collaboratively with teachers or parents to ascertain the best way to help a child fulfill their potential, which may include direct work with children
- Assessment of the child using observation, interviews and when appropriate test materials
- Writing reports to make formal recommendations on action to be taken
- Provide in-service training for teachers and TA's

## **5. Monitoring arrangements**

This policy and information report will be reviewed by the SEND link governor **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 6. Links with other policies and documents

This policy links to our policies on:

- SEND Information Report
- Accessibility plan
- Behaviour and Motivation Policy
- Equality and Diversity Policy
- Supporting Pupils with Medical Needs Policy