



**Columbia Grange**  
School

Columbia Grange School  
SEND Policy  
September 2023

## Contents Page

|  |   |
|--|---|
| 1. Aims.....                                     | 3 |
| 2. Legislation and Guidance .....                | 4 |
| 3. Definitions .....                             | 4 |
| 4. Roles and Responsibilities                    |   |
| 4.1. Headteachers .....                          | 4 |
| 4.2. Pathway Leads .....                         | 5 |
| 4.3. Class Teachers .....                        | 5 |
| 5. Monitoring Arrangements.....                  | 5 |
| 6. Links with Other Policies and Documents ..... | 5 |

In addition to this SEND Policy, Columbia Grange School has a SEND Information Report, detailing how we provide support for all learners with special educational needs and disabilities.

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our academies 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

### Our Vision

#### Oak Learning Trust

The Trust Board and Senior Leadership Team at Oak Learning Trust are passionate about ensuring that **all** children in schools within the Trust receive the best possible education to allow them to reach their full potential in all areas of their lives. Because of this we ensure that all of our schools focus not only on excellent academic achievement for all but that we provide an exciting and enriched curriculum. This will include visits to and working with theatres, museums and galleries, with opportunities for performance and drama, excellent music tuition and successful sports engagement within the curriculum and throughout school clubs. Our forest school programme helps our children develop investigative and problem-solving skills as well as developing resilience and the ability to work with friends and peers.

Our staff are friendly, knowledgeable and extremely committed to improving the lives and outcomes of children within the Trust. There is extensive collaborative practice across the Trust at all levels with staff sharing ideas and resources as well as meeting together on a regular basis to plan joint work and projects. This creates a strong bond between schools and supports staff development which then leads into school development.

Although we have a strong ethos of high standards and high expectations we also believe that every school within the Trust should be an individual. The communities that each school serves will be different and the staff within each school will bring different interests and experiences. By harnessing all of these we ensure that the school is individual and the best it can be for its own community while the Trust SLT and Trustees ensure that each child is able to achieve his or her academic potential.

Staff are supported to develop their own interests and passions to provide new opportunities for our children and we are keen to share good practice across the Trust in any areas that might be of benefit to our children.

#### Columbia Grange Vision

Our Vision is that pupils reach their educational potential and are prepared for adult life both intellectually and emotionally. By providing opportunities, regardless of individuals' circumstances, and offering cohesive provision to both pupils and their families enabling an integrated holistic approach to pupil care barriers to learning will be minimised.

- \* Fostering spontaneous functional communication is key to young people accessing learning
- \* Behaviours are viewed as functional
- \* The learning experience should be developmentally appropriate, meaningful, functional and embedded in opportunities for encouraging participation in everyday social experiences and routines
- \* Pupils' sensory and emotional needs must dictate the learning environment
- \* We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential
- \* Fostering the highest level of independence and successful transitions that our pupils can achieve will improve the quality of life for them and their families
- \* Pupils' well-being is at the core of all we do

## 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 SEND and disabilities The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association and has been developed using appropriate legislation and guidance along with the members of the Prosper Learning Trust Executive Leadership Team.

## 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 others of the same age
- 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 an 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. Within the EHCP of all our pupils who require one, is described the provision that they need.

## 4. Roles and responsibilities

### 4.1 Headteachers

Headteachers will:

- Work with the Chief Executive, Director for School Improvement, and Trustees to determine the strategic development of SEND policy and provision in the Trust
- Work with the SENDCOs, Educational Psychologists, Local Advisory Committee's and other relevant stakeholders to determine the strategic development of the SEND policy and provision in their academy(s)

- Ensure that the SEN Code of Practice is adhered to when dealing with admissions
- Have overall responsibility for the provision and progress of learners in all outcomes
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensure a nominated point of contact is provided to external agencies, especially the local authority and its support services
- Ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure liaison with potential next step providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure all staff within their academy(s) receive appropriate CPD that enables all pupils needs to be met
- Ensure appropriate representation at the Prosper SEND Networking Group

#### **4.2 Pathway Leads**

Pathway Leads will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in their pathway
- Have day-to-day responsibility for the operation of this SEND 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
- Be the point of contact for external agencies, especially the local authority and its support services when working around individual pupils

#### **4.3 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- They have a full and clear understanding around the curriculum areas they plan and teach
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions
- Work with appropriate staff within the academy and Trust to ensure all specialist pupil needs are understood, planned for and met
- Work with the Senior Leadership Team and Pathway Lead to review each pupil's progress and development and decide on any changes to provision through SEND meetings
- Ensuring they follow this SEND policy
- Work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

### **5. Monitoring Arrangements**

This policy and academy information reports will be reviewed by the Head teacher.

## 6. Links with Other Policies and Documents

This policy links to our policies on:

- SEND Information Plan
- Accessibility plan
- Behaviour
- Equality Policy