



MPS SEND Policy

Montpelier Primary School
SEND Policy

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Part A:

5.1 Application

This report describes Montpelier Primary School's policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

5.2 Approval and review

Maintenance of this Policy is the responsibility of the School 'Insert name'.

This Policy was approved by the Governing Body: [GB meeting 2 \(December 2021\)](#).

This Policy is due for review by: [31st November 2022](#).

5.3 Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.
- Governing body (GB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.
- GLT Data Protection Officer means Judicium Consulting Ltd.
- School Data Protection Lead means the point of contact for data protection matters for staff, pupils and parents within the school
- In this policy references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

5.4 Responsible Person/Responsibilities

SENCO:

Sarah Green Email: sarahgreen@mpsplymouth.net

Headteacher:

Sam Hunter Email: samhunter@mpsplymouth.net

SEN link governor:

Robert Adamson Email: radamson@greenshawlearningtrust.co.uk

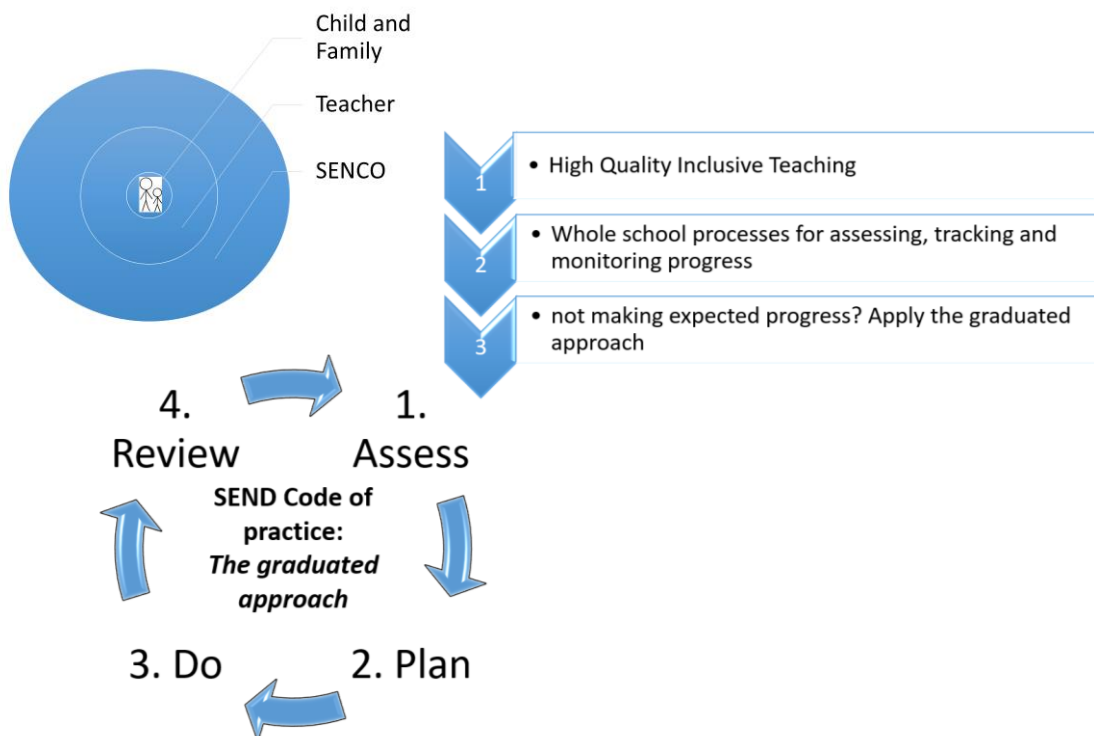
Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

Part B

1. Introduction

At Montpelier School, the inclusion of all our pupils is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



At Montpelier Primary School we:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEN information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEN policy and information report aims to:

- 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

2. 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.

3. Legislation and guidance

This policy 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 co-ordinators (SENCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENCO:

Sarah Green Email: sarahgreen@mpsplymouth.net

Headteacher:

Sam Hunter Email: samhunter@mpsplymouth.net

SEN link governor:

Robert Adamson Email: radamson@greenshawlearningtrust.co.uk

Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENCO

The SENCO will:

- Work with the headteacher 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 co-ordination 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
- 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 local governing body 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

The headteacher

The headteacher will:

- Work with the SENCO 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

The SEN link governor

The governor will:

- The local governing body will appoint a SEN link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Contacts

Contact details of support services for parents of pupils with SEN

Plymouth Online Directory (POD)- www.plymouthonlinedirectory.com

Plymouth Information Advice and Support for SEND (PIAS) 01752 258933

Friends and Family- 01752 204369