



Beamminster
St. Mary's Academy

Where children come first; belonging and building together
Respect † Trust † Kindness † Friendship † Responsibility

Special Educational Needs and Disabilities (SEND) Policy

We love each other, learn together and inspire all to succeed.

Special Educational Needs and Disabilities (SEND) Policy

Introduction

This policy outlines the commitment of Beaminster St Mary's Academy to provide a supportive and inclusive environment for all students, including those with special educational needs and disabilities (SEND). We ensure compliance with relevant legislation, including the Children and Families Act 2014 and the SEND Code of Practice 2015.

Compliance

- **Legislation:** This policy complies with the Children and Families Act 2014, the SEND Code of Practice 2015, the Equality Act 2010, and the Data Protection Act 2018.
- **Guidance:** We adhere to the Department for Education (DfE) guidelines and any relevant local authority directives.

Aims and Objectives

- To ensure all students with SEND have access to a broad, balanced, and relevant curriculum.
- To identify and assess students with SEND at the earliest opportunity.
- To provide high-quality teaching and learning experiences tailored to the individual needs of students with SEND.
- To work in close partnership with parents, carers, and external agencies to support the needs of students with SEND.
- To create an inclusive environment that promotes the academic, social, and emotional development of all students.

Roles and Responsibilities

- **Governing Body:** Ensure that the necessary provisions are made for any student with SEND and that the school is meeting statutory requirements.
- **Headteacher:** Oversee the implementation of the SEND policy and ensure that all staff are aware of their responsibilities.
- **SENDCO (Special Educational Needs Coordinator):** Lead the strategic development of SEND policy and provision, coordinate and monitor the support for students with SEND, and liaise with parents, staff, and external agencies.
- **Teachers:** Identify and assess students with SEND, implement appropriate interventions, and maintain up-to-date records of progress.
- **Support Staff:** Assist in the delivery of targeted support and interventions for students with SEND.

Admission Arrangements

- Admission arrangements for students with SEND are in line with the school's general admissions policy.
- The school ensures that no student is discriminated against, particularly in relation to admissions, on the grounds of their SEND.
- Parents/carers of children with SEND are encouraged to contact the SENCO for a discussion about their child's specific needs prior to application.

SEND Information, Including the Local Offer

- The school's SEND Information Report is available on our website and outlines the support available for students with SEND.
- We collaborate with the local authority to ensure that the school's local offer is comprehensive and up-to-date.
- Information about the local offer can be accessed through the local authority's website.

Identifying Special Needs

- We use a graduated approach to identify and support students with SEND, beginning with high-quality teaching and universal support.
- Students are identified through observations, assessments, discussions with parents, and liaising with external agencies when necessary.
- An individual support plan is developed for students requiring additional support.

Monitoring and Evaluating

- Regular monitoring and evaluation of the progress and outcomes for students with SEND are conducted through assessment cycles.
- The SENDCO, along with senior leadership, reviews the effectiveness of interventions and support on a termly basis.
- Feedback from parents, carers, students, and staff is collected and used to inform improvements in SEND provision.

Reviewing the Policy

- This policy will be reviewed annually by the governing body, with input from the SENDCO, staff, and parents.

Review

This policy will be reviewed every year.

Date of this policy: September 2024

Date for review: September 2025