



THE CAMDEN
SCHOOL FOR GIRLS

Special Educational Needs and/or Disabilities Policy



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SEN Link Governor:	Angela Mason
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Contents

1. Aims:.....	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. The local authority local offer	4
6. Monitoring arrangements	4
7. Links with other policies and documents	4

1. Aims

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

It is the responsibility of all staff to respect and acknowledge the abilities and attainments of all students; to know which students have SEN and understand the nature of their needs and how best to meet them. School promotes the development of good practice through high quality teaching with additional support where required. We aim to ensure that all students are appropriately challenged.

Camden School for Girls is an inclusive school, which believes that developing effective inclusion is about:

- Creating a sense of community and belonging
- Providing a broad and balanced curriculum
- Systems for early identification of barriers to learning
- Promoting high expectations with suitable targets for all students
- Education which enables students to make progress so that they become confident individuals living fulfilling lives
- Education which enable students to make a successful transition into adulthood, whether into employment, further or higher education or training
- Mainstream education which will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage, it may not prevent the child from being included successfully at a later stage.
- All pupils having access to an appropriate education that gives them an opportunity to achieve their personal best, taking account of the learning characteristics of each student.
- A whole school approach – with an awareness of SEND roles and responsibilities and the implications of the SEND Code of Practice 2014, the Disability Discrimination Act and the Medical Policy. Provision and procedures for students with Medical Conditions are covered in a separate policy (see our website). The Deputy Head, **Kathia Derrar**, has overall responsibility for this.
- Seeking the views of parents and pupils, who should be included in the planning of any support offered. Parental involvement is considered an important part of helping students to reach their full potential.
- Involving parents as they have an important role in supporting their children's education and working in partnership with SEND professionals.
- Reviewing and monitoring students' progress and working with departments to support students with appropriate interventions

- Actively looking to remove barriers to learning and participation and to aim to close the progress gap between different groups within the school.
- Reviewing regularly the impact of interventions.
- Co-operation between school and the agencies / professionals concerned with SEND. Where relevant advice should be sought for assessment, planning and interventions and reviews.

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 co-ordinators (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
- A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Disability Rights Commission)

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 is **Janet Pringle (jpringle@csg.school)**

They will:

- Work with the headteacher and SEN governor 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
- 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
- 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. The local authority local offer

Our local authority's local offer is published here: www.localoffer.camden.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **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 our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND information report