

SEND Policy

The KING DAVID HIGH SCHOOL



Approved by:	Board of Governors	Date: April 2024
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Last reviewed on:	April 2024
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Next review due by:	April 2025
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SPECIAL EDUCATIONAL NEEDS POLICY

The King David High School is an inclusive mainstream school, which encourages all students to 'BE THE BEST YOU CAN BE' and 'Do the best you can', regardless of any special educational need and/or disability.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The King David High School provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder ASD, speech and language difficulties.
- Cognition and Learning, for example, dyslexia and dyspraxia.
- Social, Emotional and Mental Health Difficulties, for example, attention deficit and hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and cerebral palsy.

Legislation and guidance

This policy and information report has been compiled in accordance with the SEN Code of Practice (2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Roles and responsibilities

The SENDCo: Mrs H Morrissey h.morrissey@kdhigh.co.uk

- Work with senior leadership team to develop the SEND policy and SEND whole school provision
- 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 resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the various LEA'S and support services.
- Liaise with feeder primary schools to ensure pupils and their parents are informed and a smooth transition is planned.
- Work with the SLT and SEND Governor 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 monitor exam access arrangements supported by teacher input

The SEND Governor: Sue Fagelman

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

The Head Teacher: John Dalziel

The head teacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a Disability.

Class teachers:

Each class teacher will:

- Monitor the progress and development of every pupil in their class.
- Working closely with any teaching assistants 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.

This policy will be reviewed annually.

Reviewed: April 2024

Next reviewed: April 2025