Walwayne Court School

Together we are stronger

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Review	September 2026
Next Review	September 2027
Committee Responsible	FGB

At Walwayne Court, our vision for children with special educational needs and disabilities is the same as for all children - which they achieve well in their early years, at school… and lead happy and fulfilled lives.

Walwayne Court School aims to provide a happy, caring and secure environment in which all children feel valued, respected and enjoy learning and have every possible opportunity to develop their full potential. We believe that through experiencing success, children will be helped to develop a positive attitude to themselves, learning and others. All children will have access to a broadly based, balanced curriculum, including extra-curricular activities as well as full access to the National Curriculum. We aim to raise the attainment of children with SEND by providing appropriate support compatible with the efficient education of other children. We will work closely with parents/carers recognising they have a vital role to play in their child's education.

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 SEND information report

A pupil has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them.
They have a learning difficulty or a disability if they have:

- A significantly greater difficulty in learning than the majority of the 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, the universal provision that is made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO is Rhiannon Purnell.
She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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 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 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

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
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.

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 SEND policy