



THE CAMDEN
SCHOOL FOR GIRLS

SEND Policy



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SEND Link Governor:	Diana Robinson
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1. Aims

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

It is the responsibility of all staff to respect and acknowledge the abilities and attainments of all students; to know which students have SEND 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 and are enabled to make the progress required to fulfil their potential.

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
- Ensuring 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 enables students to make a successful transition into adulthood, whether into employment, further or higher education or training
- 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.
- Involving parents as they have an important role in supporting their children’s education and working in partnership with SEND professionals. Parent views are actively sought and included in planning for and communication around the child.
- Reviewing and monitoring students’ progress and working creatively with departments and the learning support team to support students with appropriate interventions
- Regularly reviewing the impact of interventions.

- Co-operation and collaboration between school and the agencies and other professionals concerned with SEND.

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 (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND 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 SENDCO

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

They will:

- Work with the headteacher 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 coordination 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 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 SEND up to date

4.2 The Governing body

The governing body will:

- Ensure Statutory obligations are met
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Establish the appropriate staffing and funding arrangements
- Designate a governor to take responsibility for overseeing the provision of SEND
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Ensure that practice is in line with statutory obligations
- Ensure that SEND is an integral part of the school's development plan and that the quality of this provision is evaluated and monitored
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school and raise achievement of students with SEND

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

5. The local authority local offer

Our local authority's local offer is published here: [The Local Offer - Camden Council](#)

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