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Special Educational Needs (SEN) Policy

Context This policy has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Catherine King

Governor with responsibility for SEND: Jesper Ekelund

SENCO: Catherine King

SENCO Qualifications:

SENCO contact details:

cking@comper.oxon.sch.uk office@comper.oxon.sch.uk

This policy will be reviewed annually

Agreed by Governing Body:

Review date:

1. Values and Aims

At Comper Foundation Stage School we recognise that all children have the right to access a broad, balanced, relevant and differentiated curriculum, allowing progression and learning at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to develop their knowledge and understanding and have experiences alongside their peers, no matter what their individual needs, and are committed to the inclusion of all children.

2. Policy Introduction and Legislation

This policy and our Information Report are 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 coordinations (SENCOs) and the SEN Information Report.

3. Definition of Special Educational Needs and Disability (SEND)

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from accessing facilities of a kind generally provided for others of the same age in mainstream schools.

4. Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole.

4.1. The SENCO

The SENCO is Catherine King, who is also the Headteacher. She works closely with staff, outside agencies and parents to ensure the best possible provision for children with SEN. Contact can be made through the school office.

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Engaging with parents of children with special educational needs and ensuring they are kept informed and involved

- Liaising with other staff members advising on a graduated approach to providing SEN support
- Helping to identify children with special educational needs, assessing and planning for progress
- Maintaining the school's special needs register
- Acting as the designated teacher for Looked After children with SEN
- Liaising with other early years providers and outside agencies
- Planning for and supporting transitions to other nurseries or on-going schools
- Supporting professional development of other staff in regards to SEN knowledge
- Working with the SEN Governor to ensure the school's SEND and Inclusion policies are adhered to

4.2 SEN Governor

The Governing body, together with the head teacher, has a legal responsibility for overseeing all aspects of the school, including provision for children with SEN. They determine the school's policy and approach to provision and establish the appropriate staffing and funding arrangements.

The SEN governor is: Jesper Ekelund

The SEN governor will:

- Help to raise awareness of SEN issues at governing body board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body 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 has overall responsibility for the management of provision for the children with SEN and keeps the governing body fully informed.

4.4. Class teachers and nursery manager

The class teachers/nursery manager are responsible for:

- Implementing the procedures for identifying, assessing and making provision for children with SEN
- The progress and development of the children in their room
- Working closely with any key workers, teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Ensuring they follow this SEND Policy

5. Information Report

See the SEN Information report for details on:

- Identification of needs
- How children with SEND are supported
- Working with parents to inform n progress
- Specialist services and expertise
- Accessibility
- Transition
- Local support

6. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour Plan
- Equality policy
- Supporting pupils with medical conditions

Policy adapted: September 2022

Due to be reviewed: September 2023