



Special Educational Needs and Disabilities Policy

Policy Review

The policy was agreed by the STEPS Management Committee on 27/2/25

Signature BFB

Date 10/4/25

Name: Balwant Bains

Balwant Bains (Executive Head Teacher)

Signature S O'Boyle

Date 10.04.25

Name: Sarah O'Boyle

Sarah O'Boyle (Chair of Management Committee)

STEPS SEND Policy

At the STEPS Centre we firmly believe that it is vital for all children in our care to meet their full potential. Our aim is that every child thoroughly enjoys their Centre experiences and participates in Centre life fully with enthusiasm for learning, achieving, making progress whilst continuing to grow as individuals. We believe in working together for excellence for all. This is achieved through quality first teaching, the calm nurturing environment and through the clear and consistent approach that resonates throughout the Centre. The individual needs of all our children are the central focus, providing stimulating and exciting learning opportunities for all.

We are sensitive to the varied individual needs of children and we use a flexible, graduated approach to support specific needs and differing abilities. We promote collaboration between the Centre, parents and other agencies in order to meet individual needs in an inclusive, organised, robust and carefully considered manner. We aim to ensure that children are provided for and targeted support (where possible) is given to enable children to fully access the curriculum effectively.

Every effort is made to accommodate children with special educational needs and disabilities (SEND) needs but due to the centre's designation it is not possible to 'admit' children with profound needs into the day-to-day function of the centre. The Centre cannot access funding to support children with learning needs and we do not have access to additional staff including in class support. This may mean a short term/part time timetable or regular monitoring in the home environment whilst they go through an EHCP process.

We promote independent skills and support children to take the next steps in their learning journey.

1. Aims

Our SEND policy aims to:

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

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 role of SENCO is the Centre Manager

They will:

- Work with the headteacher and the Management Committee to determine the strategic development of the SEN policy, SEND Information Report and provision in the Centre
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who may have a EHC plans. This provision and the centres ability to accommodate these needs will be subject to recommendations made at the initial carers/parents meeting.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services, Inclusion Support
- Work with the career to develop a strategy for managing the learning and progress of the child including part-time timetables and parents supporting their child in the classroom
- Liaise with potential next education choice school to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements (where possible and at no additional cost to the centre.
- Ensure the Centre keeps the records of all children with SEND up to date
- Liaising with parents/carers of children with SEND
- Holding review meetings and any meeting that facilitate EHCPs

4.2 The Management Committee

The Management Committee will :

- Monitor the quality and effectiveness of SEN and disability provision within the Centre
- Work with the headteacher and SENCO lead to determine the strategic development of the SEN policy and provision in the Centre

- Review the progress of EHCP's and the numbers of children where the process has begun

4.3 The Headteacher

The headteacher will:

- Work with the SENCO lead and Management Committee to determine the strategic development of the SEND policy, SEND Information Report and provision in the Centre
- Have overall responsibility for the provision and progress of learners engaged in the EHCP process and their progress

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any in class adult there to support the child and engage with them strategically to link classroom teaching and learning to the needs of the child
- Working with the SENCO lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Monitoring Arrangements

This policy will be reviewed by the Headteacher/SENCO **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:

- SEND Information Report
- Accessibility Policy and Plan
- Behaviour Regulation and Relationship Policy
- Equality Policy and Objectives
- Supporting Pupils with Medical Conditions Policy
- STEPS' Safeguarding and Child Protection Policy

