



# SEND Code of Conduct

Reviewed on: September 2021

Signed.....Chair

To be reviewed September 2022

A: Impact Assessment summary for policy coversheets



**WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK.**  
HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



# THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

|   |  |
|---|--|
| Impact Assessment: Equality, Safeguarding, Health and Safety, Sustainability  |  |
| <b>Overview:</b> to be completed with a full impact assessment if required.   |  |
| <b>Title of Activity/Policy:</b>  | New <input type="checkbox"/> or Revision <input type="checkbox"/>                          |
| <b>Author and Date:</b>   | Expected Implementation Date:<br>Review Date:  |
| <b>Equality and Diversity:</b><br>Which of the characteristics may be impacted upon? If there is an impact, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?                                      |  |
| <b>Safeguarding:</b><br>Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe?<br>If yes, how has this been considered and mitigated against?<br>What are the risks of proceeding? What are the benefits? | Yes <input type="checkbox"/> or No <input type="checkbox"/>                                |
| <b>Health and Safety</b><br>Have any risks been identified?<br>If yes, how has this been considered and mitigated against?<br>What are the risks of proceeding? What are the benefits?  | Yes <input type="checkbox"/> or No <input type="checkbox"/>                                |
| <b>Sustainability:</b><br>Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered and mitigated against?  | Yes <input type="checkbox"/> or No <input type="checkbox"/>                                |
| <b>Evidence:</b><br>What evidence do you have for your conclusions?<br>What consultation has taken place? How will you monitor the issues raised?   |  |
| <b>Risk:</b><br>Should this activity/policy result in an entry on the risk register (high/medium) or does it represent a low risk?  | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |



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## Fruits of the Spirit

The Fruits of the Spirit underpin all that we do and we weave these Christian values into the fabric of our school ensuring that they underpin every thought, decision and action made.

This policy has been compiled mindful of these spiritual fruits to make sure they develop and sustain all aspects of school life at The Minster Nursery and Infant School.



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## **SEND Code of Practice**

Each Child is an individual. We therefore plan for teaching and learning to meet their varying needs. Occasionally a child may experience particular difficulty with an aspect of the curriculum. We feel it is important to identify and address the child's needs as soon as possible. Parents and the school should be active partners. We will tell you about your child's progress; listen to your concerns and work with you to ensure that your child makes progress. Many educational needs can be solved easily or over a short period. Occasionally we may call upon outside specialists to help us. All schools use the Code of Practice on the Identification and Assessment of Special Educational Needs and Disability. The school has appointed a Special Educational Needs and Disability Co-ordinator (SENDCo) to manage the Code. The Code recommends that schools should meet the needs of the child through stages, which match the level of help to the needs of the child.

**School Intervention Programmes** The class teacher meets the needs of the children through differentiation within the class room environment. The class teachers inform parents, the SENDCo and Head teacher of their concerns if further support is needed that is 'additional to and different from the class provision'. Such school based intervention programmes are recorded on individual provision maps. This is agreed, implemented and reviewed each term.

**Outside Agency Involvement** If an outside agency, such as an occupational therapist, speech therapist or educational psychologist is involved in supporting a child with SEND, then a SEND support plan is completed. This cites short term targets, and states the opinions of both child and parent. The SEND Support Plan is agreed, implemented and reviewed each term.

**Educational, Health and Care Plan** If there are continuing concern the Educational Psychologist Service is asked to advise the parents and school. Should it be considered that the child is not making appropriate progress, then a request for an 'Educational, Health and Care Plan' assessment may be considered. An EHCP is awarded by the local authority following a successful assessment. The EHCP is reviewed annually by the school team, parents, health professionals and the attached Educational Psychologist. Children who receive extra support from a school based intervention programme, involvement from an outside agency or have an EHCP are placed on the school's SEND Register.

[SEND Information Report 2021](#)

[SEND Policy 2021](#)

[What is the Croydon Local Offer for SEND?](#)



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