VENN

Adwick Primary School

Special Educational Needs and Disability (SEND) Policy

1	Summary	Special Educational Needs and Disability (SEND) Policy	
2	Responsible person	D Dukes	
3	Accountable SLT member	D Dukes	
4	Applies to	☐All staff ☐Support staff ☐Teaching staff	
5	Who has overseen development of this policy		
6	Who has been consulted and recommended policy for approval		
7	Approved by and date		
8	Version number		
9	Available on	Trust website Academy website SharePoint	☐Y ☐N ☐Y ☐N ☐Y ☐N
10	Related documents (if applicable)		
11	Disseminated to	☐Trustees/governors ☐All staff ☐Support staff ☐Teaching staff	
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13	Consulted with recognised trade unions	☐Y ☐N	

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Section 1: Main contacts

Principal: Mr Dukes

SEND Co-ordinators: Miss Overton

Section 2: Legislative Compliance

2.1 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 coordinators (SENDCOs) and the SEN information report.

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014 (Updated 16th August 2017)
- Teachers Standards 2012
- Children and Families Act 2014
- Education Act 2018
- Statutory Framework for the Early Years Foundation Stage 2014
- Special Educational Needs and Regulations 2014
- Working together to safeguard children 2018

2.2 Our school has separate policies in place for:

- Safeguarding
- Accessibility
- Behaviour
- Anti-Bullying
- E-Safeguarding
- Complaints
- Admissions
- Pupil Premium
- Positive Handling
- Intimate Care

- Supporting pupils with medical conditions
- Equality

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. Please see website for details.

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Section 3: Our School Profile, Vision, Core Principles and Character Values

3.1 Our School Profile

Adwick Primary is a mainstream school. We are a large split-site Primary school, in Woodlands, situated to the North of Doncaster town center. Established as a Primary school in January 2013.

3.2 Our School Vision, Core Principles and Character Values

Vision
For all of our pupils to have social and academic competence for successful 21st century living in their community and beyond.

Design Principles
- Our character values are our culture and ethos
- Pupil and staff agency, voice and leadership
- Equity to create equality
- We are all learners – pupils and staff
- High quality and purposeful 21st century learning

Character Values
- Compassion
- Integrity
- Courage
- Respect
- Ambition

Section 4: Aims and Objectives of our approach to SEND

4.1 Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities – being inclusive by design.

4.2 Our Objectives are:

- To be an inclusive school. Pupils with SEND are part of the school, they have the same opportunities as their peers to benefit from the highest quality teaching the school can provide.
- To work in partnership with families and others involved in the care of children in our school.
- To promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To ensure staff working with pupils with SEND are focused on maximising the effectiveness of their teaching.
- To deploy effective support staff, whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching.
- To provide adaptive and personalised learning opportunities, building on each child's strengths and interests.
- To identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- To focus on individual progress across a wide range of outcomes as the main indicator of success.
- To develop and support the role of the Special Educational Needs Coordinator (SENDCo) and members of the inclusion team who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND.
- To map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.
- To keep up-to-date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services.
- To always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 5: DMBC Graduated Approach

5.1 Purpose

The LA guidance supports practitioners in the process of building on current good practice and to help schools to develop systems, skills and structures for responding to pupils' needs across the four areas of need as identified in the SEND Code of Practice (2015).

The graduated approach aligns the assess, plan, do and review process with the expectations from the SEND Code of Practice for children and young people identified as having SEND.

The Graduated Approach:

- Provides a clear and structured approach for helping children and young people access their learning environment.
- Provides step by step guidance for the systematic gathering of evidence.
- Is used to gather information from a range of individuals involved in supporting children and young people, including parent and child.
- Creates an expectation that all schools adopt a comprehensive and consistent approach to meeting the needs of children and young people.
- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37).
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Is incorporated within the process of academic progress reviews for individual children and young people.
- Considers the young person's voice throughout.
- Forms part of the 'Local Offer' with support determined by the graduated intervention levels.

5.2 Assumptions

High Quality First Teaching (QFT) needs be the essential element in the education of all children and young people.

In 2018 OFTSED made the following statement about QFT:
"What consistently worked well was rigorous monitoring of the progress of individual children and young people with quick intervention and thorough evaluation of impact. High aspirations and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement."

Furthermore, the SEND Code of Practice (2015) defines high quality teaching as teaching that is *"differentiated and personalised and will meet the individual needs of the majority of children and young people"* and the SEND Code of

Practice makes it clear that *"additional intervention and support cannot compensate for a lack of good quality teaching".*

High quality teaching looks like:

- High expectations and aspirations for all learners.

- Secure subject knowledge.
- Clear presentation of subject matter, promoting discussion.
- Systematic checking of learners understanding, identifying and addressing misconceptions through clear, direct feedback.
- Adaptation of teaching as necessary.
- Building upon previous learning to enable learners to remember long-term content.
- Designing learning environments to support learning.

5.3 Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

- **UNIVERSAL SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **very time-limited support** in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **time-limited intervention programmes** in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **TARGETED SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **increasingly individualised intervention programmes**, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- **SPECIALIST SUPPORT: Quality first teaching for all learners** with recognition that a few learners may require **significant amounts of additional to and different from provision** in order to secure effective learning and increase the rate of progress.

Section 6: Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Section 7: Definitions of SEN and of Disability

7.1 SEN Definition

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.

The SEND Code of Practice has four broad areas of need:

7.2 Communication and Interaction (C and I)

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

7.3 Cognition and Learning (C and L)

Pupils with learning difficulties usually learn at a slower pace than their peers.
A wide range of needs are grouped in this area, including:

- difficulties Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties

- Severe learning

Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

7.4 Social, emotional and mental health difficulties (SEMH)

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated

7.5 Sensory and/or physical needs

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

7.6 Disability

The definition of disability under the Equality Act 2010 is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Section 8: Identifying pupils with SEN and assessing their needs

8.1 Whole school general identification and assessment

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- their previous setting has already identified that they have SEN;
- they are known to external agencies; or
- they have an education, health and care plan (EHCP);

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

All our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review).
- Listening to and following up parental concerns.
- Listening to and considering the child's views, wishes and feelings.
- The analysis of data, including baseline assessments, in-year assessments and end of Key Stage achievement, to track individual children's progress over time.
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs.
- Liaison with schools and other settings on phase and in year transfer.
- Exchanging information from other services across education, health, care and the voluntary sector.
- Involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers /staff or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCo should contact them, with the parents' agreement (SEN Code of practice 5.39).

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.
When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

8.3 Pupil Voice

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress. We endeavor to involve all children fully by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.

- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their SEN Support Plan.
- Create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

8.4 General provision for **all** children using core school funding

All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.

Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

The whole school provision map enables us to:

- Plan strategically to meet children's identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, the Local Authority, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions either half-termly or termly.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Investigating the progress of pupils on the SEN register in RAG meetings.
- Holding annual reviews for pupils with EHC plans.

8.6 How we ensure all pupils including those with SEND have access to high quality teaching

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- As part of quality first teaching, teachers adapt teaching and associated tasks during lessons, based on the needs of the pupils.
- Lessons are planned with inclusive intentions.
- Resources are tailor made for pupils. Pupils are all taught with the intention of achieving core (age-related) learning. Where this is not achieved, resources are prepared to support this – same day intervention (SDI), next day (NDI) intervention and support tasks.
- Kagan seating plans – children are seated in mixed ability groups and work collaboratively to support each other.
- Children with sensory needs are identified and appropriate access arrangements are made in the classroom.
- Co-teaching models allow teachers and support staff to work flexibly with different groups of children.
- Preparation for new learning experiences and vocabulary development.
- Low level, short term, evidence-based intervention programmes.
- Targeted additional adult group and, where appropriate, individual support.
- Bilingual support/access to materials in translation with the support of EMTAS (Local Authority).
- SMART target setting
- Booster intervention groups.
- Emotional care, friendship and support groups.
- Support to participate in the full life of the school.

8.7 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school performances/special workshops, etc.
- All pupils are encouraged to become a pupil leader in school.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

8.8 Support for improving emotional and social development (SEMH)

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to interact and collaborate with other children during our daily ‘Team’ meetings.
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- Specific support programmes are available to support SEMH development, e.g. Blob Trees, Playing for Purpose, Lego Therapy.

8.9 Monitoring and Evaluation of progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

8.10 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In-line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- The class teacher, sometimes with the SENDCo, will inform parents if we feel that their child requires SEN Support.
- Additional SEN support will be in place when a child's needs require intervention, which is "additional to" or "different from" the well-differentiated curriculum offer.
- We will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan or a Social and Emotional Plan.
- Children will have targets they can understand.
- Our SSPs and SEMH plans are a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended.
- We will use the latest LA's guidance on SEN Descriptors.
- Targets will address the underlying reasons why a child is having difficulty with learning.
- Targets will link to what skills/objectives the pupils will be covering in the upcoming term.
- Our SSP/SEMH plans will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their SSP/SEMH.

- Our SSP/SEMH plans will state any barriers to learning, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes.

Targets for an SSP/SEMH plans will be arrived at through:

- Discussion, wherever possible, with parents/carers, teachers, support staff and the child.
- Discussion with other practitioners as appropriate.
- Classroom observations by the school's Special Educational Needs Co-ordinator (SENDCo).
- Our SSP/SEMH plans will be time-limited – at termly review, there will be an agreed "where to next?"
- Our SSP/SEMH plans will be based on informed assessment and will include the input of appropriate outside agencies, particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENDCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

The Senior Leadership Team monitor the provision of additional interventions for all children on a termly basis.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the teacher and the SENDCo should agree, in consultation with the parent, the outcomes they are seeking; the interventions and support to be put in place; the expected impact on progress, development or behaviour; and a clear date for review.

Plans should consider the views of the child, where appropriate. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence or effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed (SEN Code of Practice 5.40).

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home (SEN Code of Practice 5.41).

Do

The teacher remains responsible for working with the child on a daily basis.

With support from the SENDCo they should oversee the implementation of the interventions or programmes agreed as part of response to the action take, in problem solving and advising on the effective implementation of support (SEN Code of Practice 5.42).

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioners and the SENDCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps (SEN Code of Practice 5.43).

Section 9: Request for statutory Education, Health and Care needs assessment

For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/ hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/ hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted. (SEN Code of Practice 5.48 & 5.49)

Section 10: Education Health and Care Plan (formally a Statement of Educational Needs)

Children with a statement of educational needs (pre-September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEN Support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 11: Roles and responsibilities

11.1 General

The principal and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our SENDCo.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Staff induction involves training on safeguarding procedures.

Staff involved in Inclusion in school are all part of wider networks e.g. attending network meetings with the Local Authority for SENDCos.

11.2 Principal

The principal will:

- Work with the SENDCO, Inclusion team and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

11.3 Special Educational Needs Coordinator (SENDCo)

The SENDCO will:

- Be responsible for reporting regularly to the principal and the governor with responsibility for SEND on the ongoing effectiveness of this policy.
- Work with the principal 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 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 SEN up-to-date.

11.4 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.

11.5 Support Staff

- Teaching Assistants are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCo.
- We deploy our TAs depending on their level of experience and skills.
- Our TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.

11.6 SEND Governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

11.7 The Designated Teacher for Looked After Children (DSL)

The DSL has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCo where a child may also have SEND.

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Statement, or EHCP which

brings together health and social care needs, as well as their special educational provision.

Children identified as having medical conditions will have a medical plan in school to ensure that all necessary arrangements are in place to maintain their health and well-being.

Section 13: Effective Transition

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

For children with an Education Health & Care Plan in transition years, the SENDCo will also attend any Annual Reviews for the children at their feeder school if invited.

Section 14: Admission Arrangements

No child will be refused admission to school solely on the basis of his or her special educational need, ethnicity or language need.

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school).*

Section 15: Exam Access arrangements

In KS1 and KS2 applications for access arrangements following DfE Guidance will be made for SEN children if necessary, after consultation with parents, to support a child's access to SATs.

Section 16: Storage of records

School operates a confidentiality policy, ensuring records kept on a child are private and secure, working in accordance with GDPR guidance.

Section 17: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher, SENDCo or inclusion lead, then, if unresolved, by the principal. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors complaints procedure (see separate Complaints Policy).

Section 18: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility:
Daniel Dukes

Deputy Safeguarding Officer:
Louise Canning, Jonathan Wain

Name member of staff responsible for managing PPG/LAC funding:
Daniel Dukes

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:
Daniel Dukes / Louise Canning

Section 19: Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

SAID SEND- formally Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk
Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (Inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 Mrs L Ward

Ethnic Minority and Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

ASCETS team: Service contact number: 01302 734838 or email: ASDteam@doncaster.gov.uk

Section 20: Information on where Doncaster Local Authority's Local Offer is published

http://www.doncaster.gov.uk/services/schools/local-offer-send