

Park Primary School

Inclusion and Special Educational Needs and Disability (SEND) POLICY

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Section 1: Legislative Compliance

1.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

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:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- National Curriculum for Schools September 2013

1.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying.

1.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This is accessible via our school website.

1.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice.

Section 2: Values and Aims

2.1 Our School Values

Park Primary School will provide children with a calm, safe and stimulating environment where pupils enjoy, value and take pride in what they learn and where success at all levels is celebrated. There will be high quality teaching and learning that meets individual needs supported by a broad, balanced and challenging curriculum that is based on the development of creativity as well as academic achievement. This will be extended with an enriching programme of WOW activities, extra-curricular activities and visits. Children will be given opportunities to become independent learners in an ethos of challenge, support and encouragement to succeed. There will be equal opportunities for all pupils regardless of background, gender, race, ability or disability through the provision of an inclusive curriculum. We will at all times encourage open communication with parents and keep them informed as to what their children know, what their children need to know and what they, as parents can do to help.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability.

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2.2 Our School Aims

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- ✓ girls and boys;
- ✓ minority ethnic and faith groups;
- ✓ children with special educational needs;
- ✓ developing gifted and talented children;
- ✓ any children who are at risk of disaffection or exclusion.

We aim to plan and deliver a curriculum that meets the needs of all individuals and groups of children. We do this through:

- ✓ setting suitable learning challenges;
- ✓ responding to children's diverse learning needs;
- ✓ overcoming potential barriers to learning and assessments for individuals and groups of pupils;
- ✓ providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, support for children with EAL via EMTAS, links to other agencies eg. CAMHSS, ASCETS, Educational Psychologist, support via the school nurse, PSA.

We aim to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key question:

- ✓ do all our children achieve as much as they can?
- ✓ are there differences in the achievement of different groups of children?
- ✓ what are we doing for those children who we know are not achieving their best?
- ✓ are our actions effective?
- ✓ planning for inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We do this through teaching that ensures that children:

- ✓ respect, appreciate and value the differences they see in others
- ✓ take responsibility for their own actions
- ✓ feel secure and know that their contributions are valued
- ✓ are encouraged to participate fully, regardless of disabilities or medical needs
- ✓ have challenging targets that help them to succeed
- ✓ have a common curriculum experience that allows for a range of different learning styles
- ✓ are taught in groupings that allow them all to experience success
- ✓ use materials that reflect a range of social and cultural backgrounds
- ✓ participate safely in clothing that is appropriate to their religious beliefs
- ✓ participate in learning activities which take into account the abilities of all children.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows particular aptitude.

Section 3: Aims and Objectives of our approach to SEND

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or pupils may be taught in year groups other than their own. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills on practical aspects of the curriculum.

Teachers ensure that the work for these children:

- ✓ takes account of their pace of learning and the equipment they use
- ✓ takes account of the effort and concentration need in oral work, or when using, for example, vision aids
- ✓ promotes and creates a positive environment.

Children with special educational needs have difficulties that cannot be met by quality first teaching and special provision will be made. All children may have special needs at some time in their lives. These needs may be learning, behavioural, social or emotional, or be a disability.

3.1 We aim to:

- ✓ put our values into practice every day
- ✓ use our best endeavours to achieve maximum inclusion and success for all our children
- ✓ encourage high levels of participation from children, parents and carers
- ✓ have a clear focus on steps toward positive life-long outcomes
- ✓ explain what we do, when, why and how
- ✓ meet our statutory duties

3.2 Our Objectives are:

- ✓ 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 sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- ✓ to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- ✓ to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- ✓ to provide differentiated 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 Special Educational Needs Co-ordinator (SENDCO) 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 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 work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 4: Definitions of SEND and of Disability

4.1 SEND Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

4.2 Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- ✓ moderate learning difficulties (MLD),
- ✓ severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- ✓ multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- ✓ Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEND.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

4.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.6 Difficulties which may not be related to SEND

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4.7 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 SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

*Park Primary school believes in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Park Primary School puts accessibility for all at the heart of the planning and design process. The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

*See the full Park Primary School Access Statement on the school website for further information.

Section 5: Graduated approach to identifying if a child requires SEN Support

5.1 Whole school general Identification and Assessment

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 taking into account the child's views, wishes and feelings
- ✓ the analysis of data including baseline 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.

5.2 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 SEND.
- ✓ 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.
 -

5.3 Examples of Curriculum Access and Provision

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.

- ✓ teachers differentiate learning activities as part of quality first teaching
- ✓ 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
- ✓ differentiation of curriculum resources
- ✓ homework/learning support club
- ✓ SMART target setting
- ✓ booster intervention groups
- ✓ emotional care, friendship and support groups
- ✓ co-ordination and handwriting support groups
- ✓ support to participate in the life of the school

5.4 Monitoring and Evaluation of progress

- ✓ ongoing assessment of progress against targets and expected outcomes
- ✓ work sampling and moderation
- ✓ scrutiny of planning and level of differentiation and use of classroom resources
- ✓ informal feedback from all staff
- ✓ child and parental questionnaires and conversations
- ✓ pupil progress tracking using assessment data (whole-school processes)
- ✓ attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- ✓ regular meetings about children's progress between teachers and the head teacher
- ✓ head teacher's report to parents and governors

5.5 Additional SEND 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 SEND support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEND provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND 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 SEND Support is as follows:

- ✓ the class teacher, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support;

- ✓ additional SEND 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. These are on a Personalised Learning Support plan/SEMH plan. (Please see example in appendix)
- ✓ children will have targets they can understand;
- ✓ our PLPs 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 SEND Descriptors;
- ✓ targets will address the underlying reasons why a child is having difficulty with learning;
- ✓ plans will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their plan;
- ✓ the plan will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- ✓ our plans will have a maximum of four SMART targets;
- ✓ targets for an PLP 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 and Disabilities Co-ordinator (SENDCO) and other senior leaders;
- ✓ the plans will be time-limited – at termly review, there will be an agreed "where to next?";
- ✓ they 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 SEND Support

Section 6: Request for statutory Education, Health and Care assessment

For some children with SEND, 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 SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no SEND 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 SEND Team before a request is submitted.

Section 7: Education Health and Care Plan

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 SEND 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 8: Management of SEND within our school

8.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs and Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children 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.

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.

8.2 Head teacher

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

8.3 Special Educational Needs and Disabilities Coordinator (SENDCO)

Our SENDCO will oversee the day- to-day operation of this policy and will:

- ✓ be a qualified teacher working at our school. If our SENDCO has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment

- ✓ strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- ✓ maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- ✓ identify on the provision map those children requiring SEN support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- ✓ co-ordinate provision for children with SEND
- ✓ liaise with and advise teachers and other classroom / targeted support staff
- ✓ manage the records on all children with SEND
- ✓ liaise with parents of children with SEND, in conjunction with class teachers
- ✓ contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- ✓ review and revise learning and wider outcomes on PLPs
- ✓ co-ordinate multi agency meetings and statutory Annual Reviews for children with a Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ✓ ensure effective and timely transition arrangements for children moving into and out of our school
- ✓ evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- ✓ follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- ✓ attend SENDCO network meetings and training as appropriate
- ✓ liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- ✓ liaise closely with a range of outside agencies to support vulnerable learners

8.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCO and specialist staff.

Our teachers will:

- ✓ focus on outcomes for every child and the outcome wanted from any SEND support;
- ✓ be responsible for meeting special educational needs under the guidance of the SENDCO and Head teacher;
- ✓ have high aspirations for every child setting clear progress targets; and
- ✓ involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

8.5 Learning Support/Teaching Assistants

- ✓ LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCO.
- ✓ we deploy our LSA/TAs depending on their level of experience.
- ✓ our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.

- ✓ LSA/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.

Section 9: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- ✓ ☐ working effectively with all other agencies supporting children and their parents;
- ✓ ☐ giving parents and carers opportunities to play an active and valued role in their child's education;
- ✓ ☐ making parents and carers feel welcome;
- ✓ ☐ encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- ✓ ☐ instilling confidence that the school will listen and act appropriately;
- ✓ ☐ focusing on the child's strengths as well as areas of additional need;
- ✓ ☐ allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- ✓ ☐ agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- ✓ ☐ keeping parents and carers informed and giving support during assessment and any related decision-making process;
- ✓ ☐ making parents and carers aware of sources of information, advice and support;
- ✓ ☐ providing all information in an accessible way for parents with English as an Additional Language;
- ✓ ☐ producing an SEND Information Report that will be published on the school website; and
- ✓ ☐ publishing information about the Pupil Premium (expenditure & impact) on the school website.

Section 10: Involvement of Children

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 through the use of layered targets. We endeavour 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 SEND Support Plan; and
- ✓ ☐ create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

Section 11: 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 (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Medical Care Plans are drawn up in partnership with medical expertise outlining the child's medical diagnosis or condition. They also contain information on the child's medical needs, daily requirements and any necessary emergency procedures. All staff are made aware of the plans and they are displayed in the staffroom and close to our medical area.

Section 12: 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 SEND 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 an Education Health and Care Plans at their statutory Annual Reviews.
- ✓ A transition timeline will be produced and shared with the family.
- ✓ 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 13: Admission Arrangements

No child will be refused admission to school 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 14: Exam Access arrangements

In KS1 and 2 applications for access arrangements follow DfE Guidance Section

15: Storage of records.

Policies are available on the school website and also Sharepoint, our internal information retrieval system for staff. Our SEND files are kept securely within the Deputy Head's office and archived information is kept securely locked within the SENDCO's office for 25 years at which point it is shredded.

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Section 16: 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 and SENDCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND 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 17: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility: Mr M O'Hara

Name of designated Teacher for Children in Care: Mrs D Riley

Name member of staff responsible for managing PPG/LAC funding: Mrs S Edwards

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mrs D Riley

Parent Support adviser: Ms Z Maskill

SLT Link: Mrs R Gude

Section 18: 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 and Disabilities Team: Contact number: 01302

737209 or 737210 or 737211 or email sen@doncaster.gov.uk

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 or email 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 or email

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

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Central Intensive Family Support Service IFSS: Contact number: 01302 735903 Speech and language Therapists SALT Contact number: 01302 347429 or email susaannah.powell@nhs.net

Service for Children with a Hearing Impairment HI Contact number: 01302 734236 or email jane.hoyer@doncaster.gov.uk

Service for Children with a Visual Impairment VI: Contact number: 01302 734838 or email john.olma@doncaster.gov.uk

Health Visitors: Contact number: 01302 384123/384124 School Nurses: Contact number: 01302 384138

Section 19: Information on where Doncaster Local Authority's Local Offer is published

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

This SEND Policy was updated in September 2023 and will be reviewed annually by the Governing Body.