

St Mary's Catholic Primary School

SEND Policy

APPROVED BY: GOVERNING BODY

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Section 1: Main Contact details and Policy key dates

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NOTE: Child/ children are used throughout to refer to children and young people unless a quote is taken from a SEND document e.g. fromthe SEND Code of Practice.

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014 and subsequent updates. 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 and subsequent updates.
- 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, with the School Inspection Handbook subsequent updates including those from 2023
- Teachers Standards 2012
- National Inclusion Statement

2.2 Our school has separate policies in place for:

Accessibility (Policy, Audit and Plan), Safeguarding, Anti-Bullying, Equality, E-Safety, Admissions, Health and Safety, Attendance, Behaviour Policy (including Physical Intervention and Positive Handling) and Supporting Pupils at School with Medical Conditions

This information is also in our SEND Information Report.

2.3 Our SEND Information Report sets out how we are implementing ourSEND Policy and meeting our duties under the Equality Act 2010. We have also provided our contribution to the Local Authority's SEND Local Offer. This can be viewed in the SEND section of the Local Authority's website.

2.4 The Department for Education has published a Guide for Parents onthe SEND Code of Practice.

Section 3: Profile and Values

3.1 Our School Profile

St. Mary's Catholic Primary School is a mainstream Primary School for 3 to 11 years of age. All of our year groups are one-form entry. We also have a Foundation Stage Nursery from three years of age (the term following their birthday).

Guided by our strong Catholic ethos, we are committed to fostering a warm, inclusive environment where every child can thrive. We set high expectations for all pupils and take pride in their resilience, aspiration, and ability to achieve their goals. Celebrating success is central to our ethos, through attendance, effort, or academic progress, we believe every child's achievements deserve recognition.

Partnerships with families are at the heart of our community. We build strong relationships with parents through regular communication, fostering a supportive network for our children. Our dedicated staff are caring, inclusive, and passionate about working as a team to provide the best opportunities for every pupil, ensuring that all children feel valued and empowered to succeed.

At our school, staff are committed to fostering a nurturing environment where pupils are encouraged to develop key values and skills that will support them throughout their lives. We expect our pupils to demonstrate resilience, embracing challenges with determination and a positive attitude. Integrity is highly valued, with children encouraged to be honest, responsible, and reflective in their actions. We aim to nurture happiness and emotional well-being, ensuring pupils feel confident, secure, and motivated in their learning. Respect and kindness are at the heart of our expectations, with pupils working collaboratively and treating others with fairness and empathy. We inspire curiosity and creativity, encouraging children to explore new ideas and take pride in their achievements. Above all, we strive to develop independent, aspirational learners who contribute positively to their community and embrace the opportunities before them. Our school nurtures a sense of belonging, ensuring that all children feel supported to grow academically, socially, and spiritually.

At St Mary's, we provide an enriching education, where we nurture a love for learning.
By following in Jesus' footsteps, we inspire everyone to live
with compassion, respect and a strong sense of purpose.
Together - we walk this path of faith.

3.2 Our School Values

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and othersinvolved
- All our children are entitled to a broad, balanced and relevanteducation and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and successfor 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

4.2 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 onrespect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordinationand 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 qualityteaching
- to provide differentiated and personalised learning opportunitiesbuilding 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 diminish and close the difference in achievementbetween vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as themain indicator of success
- to develop and support the role of Special Educational Needs Coordinator (SENCo), 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 anddisadvantaged 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 andfunded 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 publicresources.

Section 5: Definitions of SEN and of Disability

5.1 SEN Definition

A child or young person has SEN if they have a learning difficulty or disabilitywhich 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 ordisability if he or she:

- has a significantly greater difficulty in learning than the majority ofothers of the same age, or
- has a disability which prevents or hinders him or her from making useof 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, personalisedteaching (Quality First Teaching).

Children may be identified as having long term and significant SEN if they arenot making adequate progress despite good quality, differentiated Quality First Teaching and all relevant and purposeful interventions and strategies being in place.

5.2 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 isdifferent and their needs may change over time. They may have difficulty withone, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Condition (ASC), including formerly called Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, in addition to misunderstanding many of the methods by which people communicate on a social level. They may also havesensory issues which can impact on the way in which they understand and engage with the school environment. All of these factors can impact on how children with these challenges relate to others.

5.3 Cognition and Learning (C and L)

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

- Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties, numeracy difficulties and motor skill difficulties,
- Moderate Learning Difficulties (MLD), where support may be needed across the curriculum, with possible associated difficulties in speech and language, concentration, independence and accessing the community
- Severe Learning Difficulties (SLD), where support may be needed in allareas of the curriculum due to cognitive impairments and with mobility and communication; and
- Profound and Multiple Learning Difficulties (PMLD), where children arelikely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

It should be noted that in cases of Severe Learning Difficulties and ProfoundMultiple Learning Difficulties, the level of need is so significant that the child can only be supported in mainstream education through a team of highly specialist support.

5.4 Social, emotional and mental health difficulties (SEMH)

Children 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 and be a communication of underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD)or attachment disorder (AD). The impact of the Covid-19 Pandemic continues to be a consideration when unpicking contributing factors to underlying Social, Emotional and Mental Health difficulties. Any concerns relating to a child'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 ofSEN.

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

5.5 Sensory and/or physical needs

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

Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunitiesavailable to their peers. This could be to support either the fine or gross motor skill development, or be a combination of the two.

5.6 Difficulties which may not be related to SEN

Some children in our school may not be making Age Related Expectations, which may be caused by a poor early experience of learning before attending our setting, 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 arenot SEN. 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 theirpoor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment butare not in themselves indicators of SEN:

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

5.7 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 ontheir ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more childrenthan 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 provisionthey will also be covered by the SEN definition.

Section 6: Graduated approach to identifying if a child requires SENDSupport (Linked to SEND Information Report)

6.1 Whole school general Identification and Assessment when at Quality First Teaching level of support

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

- observation, assessment, target setting and monitoring arrangements
- 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 KeyStage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range ofneeds and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND and additional needs, including that provided by services across education, health, careand the voluntary sector.

6.2 General provision for children using core school funding at Quality First Teaching, Universal and Universal Plus Levels of Support

- All children will have access to well-differentiated, Quality First Teaching, regardless of any additional needs. Class teams have secure subject knowledge, building upon previous learning to enable children to remember long term content, adapting their teaching as necessary. Staff have high expectations and aspirations for all.
- Universal Level of Support: All children may need very time-limited support, additional to Quality First Teaching, to address misconceptions during learning or as reinforcement of skills. Opportunities include same-day interventions and booster groups. Children who are consistently attending these Universal sessions should be closely monitored and raised as possibly having underlying needs.
- Universal Plus Level of Support: Those children for whom concerns may have been raised by either the school or the family will be monitored by the class team. It may be judged that the child may require time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress. A specific programme of intervention to address a particular gap in learning or a need as a result of a particular experience (for example, a bereavement) will be introduced over a specified period of time. Staff will observe the impact of this support and gather enough evidence to have a consistent impression over time.
- Language acquisition is best promoted through a range of good, inclusivestrategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing tomake accelerated progress but will not necessarily be children with SEND.

6.3 Examples of Curriculum Access and Provision at Universal and Universal Plus levels of

support

Where children are underachieving and/or identified as having high incidence(low need) special educational needs (Universal or Universal Plus levels of support), our school meets these additional needs in a variety of ways through the application of the Graduated Approach for SEND. We assess the appropriate level of Graduated Approach support by trialling 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, individualsupport
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND
- differentiation of curriculum resources
- lunchtime homework/learning support club
- ***SMART*** short term outcome 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

6.4 Monitoring and Evaluation of progress at Quality First Teaching, Universal and Universal Plus levels of support

We constantly monitor the progress of all children. This enables us to quicklyidentify those children who are underachieving and those who have high incidence (low need) special educational needs. We use a combination of approaches to monitor and evaluate the progress of individual children.

- ongoing assessment of progress against targets and expectedoutcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroomresources
- informal feedback from all staff
- child and family questionnaires and conversations
- pupil progress tracking using assessment data (whole-schoolprocesses)
- attendance records and liaison with Education Welfare Officer (EWO)where appropriate
- regular meetings about children's progress between teachers and thehead teacher
- head teacher's report to governors

6.5 Targeted Level of support: SEND Support provision, monitoring and review using the school's delegated additional needs funding

Following a monitoring process and after an appropriate period of time, if a child is requiring substantial 'additional to or different from' support, they may need to move to the Targeted Level of Support. A meeting will be held with the parent, carer or family to discuss the child's placing onto the SEND Register. The Children and Families Act 2014 and the SEND Code of Practice 2014 (updated 2015) has introduced SEND Support to replace School Action and School Action Plus from September 2014.

In addition to the identification, assessment, provision and monitoring for allchildren, our approach to the Targeted Level (SEND Support) is as follows:

- additional SEND support will be in place when a child's needs requireintervention which is "additional to" or "different from" the well- differentiated curriculum offer;
- we will use the latest Local Authority's guidance on SEND Descriptors;
- our SEND Support Plans (SSPs) will state the child's needs and difficulties and how they will be supported to move forward with learning and wider outcomes;
- we will agree short term outcomes towards a Golden Thread of medium and longer term outcomes which are recorded on an SSP;
- our SSPs will have specific, personalised outcomes for each child;
- children will have short term outcomes they can understand;
- outcomes will address the underlying reasons why a child is havingdifficulty with learning;
- outcomes for an SSP will be arrived at through:
    - discussion, wherever possible, with families, teachers,support staff and the child
    - discussion with other practitioners as appropriate
    - classroom observations by the school's Special EducationalNeeds Co-ordinator (SENCo) and senior leaders;
- our SSPs will be accessible to all those involved in their implementation –children should have an understanding and 'ownership' of their SSP;
- our SSPs are a planning, teaching and reviewing tools which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended;
- reviews with families will be at least 3 times each academic year, depending on the complexity of the need and the outside agencies involved – noting the importance to allow sufficient time for interventions to be delivered and their impact monitored;
- our SSPs will be time-limited – at the review, there will be an agreed"where to next?";
- our SSPs will be based on informed assessment and will include the inputof any appropriate outside agencies particularly where concerns are around significant needs.

Where the child's class teacher, SENCo and family agree that the child hasmade 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. They would then be monitored through a lower-level of the Graduated Approach.

Every school has a whole school, financial-year, annual budget made up of core funding per child on roll at a point in time. Theschool receives an annual SEND Notional budget which is calculated based upon a formula agreed by schools locally each financial year. This is known as the 'Element 2 Funding' or the 'SEND Notional Funding'. The school is responsible for directing this Funding towards any child on the SEND Register in order to meet their individual and specific needs. This is agreed by the School's Leadership Team, with information provided by the class teams and the SENCo. The school also use this Funding to provide specific SEND Staff Development, the SENCo's time to meet with families additional to the requirements specified in the SEND Code of Practice recommendations and to supportthe costs of a Safety Manager.

- The whole school provision map of the Element 2 Funding enables us to:
    - plan strategically to meet children's identified needs and tracktheir 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 families, the Local Authority, external agencies andOfsted about resource deployment;

- focus attention on whole-school learning and teaching as well as individual needs, providing an important tool for self- evaluation.

Section 7: Request for Statutory education, health and care assessment

For some children with SEND at the Targeted level of support, 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. They may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress. In these circumstances, the child is entered onto the Specialist Level of Support of the Graduated Approach for SEND.

External agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. There is likely to be a significant number of outside agencies involved and regular multi-agency meetings being held to co-ordinate provision.

One possible decision of this multi-agency team may be that the complex needs and difficulties of the child will have an impact on their life which requires substantial long-term provision and support. At this point, a meeting outcome will be to submit a Request for Statutory Assessment for an Education, Health and Care Plan (EHCP) (formerly known as a Statement of Special Educational Needs) to the Local Authority. This Assessment will take 20 weeks with the Local Authority making the decision as to the final outcome.

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. This amount of fundingwill only be allocated to children with this level of need – not all children at SEND Support level will require this amount of funding.

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 schoolsin joint purchasing/hire of equipment.

Section 8: Education Health and Care Plan

Children with an Education Health and Care Plan (EHCP) will haveaccess to all arrangements for children in receipt of SEND Support up the equivalent of £6000 from the school's SEND Notional Budget. In addition to this, these children will have an allocated amount of funding from the Local Authority through their EHCP. The Local Authority specifies the provision which should be allocated to this child through the combined amounts of funding.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education in attendance. This process will take place with the child and family voice included. The parents or carers are invited to submit a personal family report, which is fed back to the Local Authority. It is the aim of the school to involve the child as appropriate. This will often include their participation in part or all of the Annual or Transfer Review Meetings. Supplementary or early reviews may be called if required. All Statements of SEN have now been transferred to Education, Health and Care Plans.

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

Section 9: Management of SEND within our school(Linked to SEND Information Report)

General

The Head of School, Executive Head and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special EducationalNeeds Coordinator (SENCo). The SENCo is responsible for reporting regularly to the Senior and Executive Teams 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 SENCo 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 carriedout in accordance with equal opportunities legislation, employment law, saferrecruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role of the SENCo is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Whole school training will be delivered on SEND issues, including communicating changes to SEND Policy and Writing Outcomes in SEND Support Plans, with training on specific strategies for each of the four Broad Areas of SEND Need. Further training is planned across the academic year. Emphasis has been placed on ensuring a consistency of approach across the School for those children on the SEND Register.

Individual Class Teachers and Teaching Assistants attend training courses orinvite trainers into school to deliver training presented by outside agencies that are relevant to the needs of specific children in their classes.

The SENCo attends the Local Authority's termly SENCo Network Meetings and will attend any relevant training and courses in order to update the schoolwith changes and developments in SEND. The SENCo is also part of the Edlington SEND Pyramid, attending the termly meetings.

The SENCo will liaise with Teaching Assistants to disseminate information and train individual members or groups of staff if necessary to help respond tothe particular needs of individual children.

9.1 Head of School and Executive Head Teacher

The Head of School and Executive Head Teacher are responsible for monitoring and evaluating the progress of all children and for making strategicdecisions which will maximise their opportunity to learn

9.2 Special Educational Needs Coordinator (SENCo)

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

- be a qualified teacher

- strategically support the quality of teaching, evaluate the quality of supportand contribute to school improvement
- maintain and analyse our whole-school provision mapping for vulnerable and disadvantaged children, including via the individual provision maps for each child
- identify through the provision mapping those children requiring SEND support fromthe school's delegated budget, children in receipt of High Needs funding and with Education Health and Care Plans
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom/ targeted supportstaff
- manage the records on all children with SEND, and those being monitored for concerns around possible underlying difficulties
- liaise with families of children with SEND, in conjunction with classteachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professionaldevelopment
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with an Education Health and Care Plan or comply with requeststo participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children movinginto and out of our school
- evaluate regularly the impact and effectiveness of all additionalinterventions 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 supportthrough statutory processes
- attend SENCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping them informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerablelearners

9.3 Classroom and subject teachers

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

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any child at a Targeted level of SEND support;

Be responsible for meeting special educational needs and disabilities under the guidance of the SENCo and Head of School and Executive Head Teacher;

- have high aspirations for every child setting clear progress targets; and
- involve families and the child in planning and reviewing progress: sharinginformation, seeking their views and providing regular updates on progress.

9.4 Learning Support/Teaching Assistants

- Teaching Assistants (TAs) are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo.
- our TAs are most effective when the support they give is focused on theachievement of specific outcomes.
- TAs can be part of a package of support for the individual child but arenever a substitute

for the teacher's involvement with that child.

9.5 Attendance

Our school will ensure that attendance systems actively identify and support pupils with SEND who are at risk of persistent absence. Accurate and timely reporting of attendance patterns will highlight SEND pupils as a key category for monitoring and intervention. Penalty notices will be applied proportionately, with consideration given to the impact of SEND needs on attendance Early intervention strategies will be used to work proactively with families to address barriers to attendance, including transport, medical needs, and anxiety.

9.6 Safeguarding Pupils

The governing board will hold leaders to account for safeguarding arrangements that specifically meet the needs of pupils with SEND. Safeguarding procedures will be explicitly aligned with SEND provision to ensure vulnerable pupils are not overlooked. All staff will receive training to recognise safeguarding risks that are specific to pupils with SEND, including communication barriers and dependency on adults. Risk assessments will be adapted to reflect the needs of pupils with disabilities or complex needs, covering areas such as transport, intimate care, and online safety. Parents and carers will be actively engaged in safeguarding planning, recognising that SEND families may face additional barriers to communication.

Section 10: Partnership with Parents, Carers and Families

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

- working effectively with all other agencies supporting children and theirfamilies;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents, carers and families 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, carers and families opportunities to discuss ways in which they and the school can help their child;
- agreeing short term outcomes for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving families in the collaborative process of working with professionals in the drawing-up and monitoring progress against these targets;
- keeping parents, carers and families informed and giving support during assessment and any related decision-making process;
- making parents, carers and families aware of sources of information, advice and support,
- we aim to provide where possible, all information in an accessible way for families with English as an Additional Language
- producing an SEND Information Report that will be published on the school website.

Section 11: 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 toinvolve 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 outcome setting across the curriculum so that theyknow what their

short term outcomes are and why they have them;
- self-review their progress and set new short term outcomes;
- to be involved with the recording of interventions in the SEND InterventionBooks (these are used for each child on the SEND Register). These Books are used by each class team to record the ongoing progress madetowards the short term outcomes set at the last SSP meeting;
- monitor their success at achieving the short term outcomes on their SSP;
- create a pen portrait or One Page Profile of their likes, dislikes, family,friends, strengths, needs and aspirations for their future.

Section 12: Supporting children 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 physicaleducation. Some children with medical conditions may be disabled and wherethis is the case the school will comply with its duties under the Equality Act 2010. Having a medical condition does not automatically mean that a child has a SEND and requires a SEND Support Plan. For these children, their medical needs will be recorded through a Healthcare Plan.

Some children, however, may also have special educational needs and disabilities (SEND) or may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

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, transitionmeetings 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 normalarrangements for all children.
- When children are due to leave our school, they and their parents will beencouraged 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, Healthand 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, theSENCo will also attend any Annual Reviews for the children at their new school if invited.

Arrangements for specific transitions:

We recognise that transitions can be difficult for a child with SEND, and wetake steps to ensure that any transition is a smooth as possible. The approaches taken for specific transitions are outlined in the school's SEND Information Report.

Section 14: Admission Arrangements

No child will be refused admission to school on the basis of his or her specialeducational 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

At the end of KS1 and KS2 applications for access arrangements will follow the DfEGuidance. Access Arrangements are trialled throughout all academic years to assess the most effective ways to enable children to communicate their knowledge in tests and assessments. These Arrangements are recorded on the child's SEND Support Plan and also in the class teachers' Assessment Portfolios. These are records made over time to demonstrate that this is the typical practice and that these Access Arrangements are familiar when taking formal assessments.

Section 16: Storage of records

Children currently on the School's SEND Register have their documents andrecords stored in a locked cabinet in a secure area. These documents are stored for the duration of time the child is on roll at school. They are then

transferred to the child's new school or setting as outlined in Section 13. Children may also have some SEND information stored online on the school's CPOMs system where information around Safeguarding makes reference to the SEND needs. When leaving the school, these logs will be electronically transferred if possible, or a copy will be printed and sent alongside the child's paper file.

Those children who have been removed from the SEND Register due to no further concerns and progress which is expected in-line with their peers, havetheir records stored in the SEND locked cabinet. When the child is ready to move into their next setting, the SENCo of the new school is informed that these documents are available.

The school follows the current requirements of storing documents for the length of time until the child/young person reaches 25 years of age. The school has a number of historical documents on former pupils. These records will continue to be stored until the individual reaches 25 years of age. At this point, the documents will be destroyed confidentially.

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 and SENCo,then, if unresolved, by the Head of School. The Executive Head Teacher willbe fully informed of all concerns raised. 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 18: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility – Mrs Danielle McCay (Head Teacher) supported by Mrs Lauren Wallhead (Deputy Head Teacher), Miss Emily Walker (SENCO) and Mrs Carol Henshaw (Safety Manager).

Name member of staff responsible for managing PPG/LAC funding – Mrs Danielle McCay (Head Teacher)

Name of members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils – Mrs Cathryn O'Shea (Office Manager), Mrs Hayley Murray (Office Manager) and Mrs Carol Henshaw (Safety Manager).

Section 19: Links with Other Services

Effective working links are maintained with:

Local Authority Provision delivered in school:

- SEN Team – offering support and advice to both the School and families
- Education Psychology Service
- Autism Outreach Service (ASCETS – Autism and Social CommunicationsEducation and Training Service)
- Sensory Services for children with visual or hearing impairments
- SENDIAS (formerly known as Parent Partnership and SAIDSEND)
- Virtual School (supporting the Education for those with Looked After Childstatus)
- Outreach Support from the Special Schools (e.g. Stone Hill, Heatherwood,etc.)
- Behaviour Outreach Support Service (BOSS)
- Early Years Inclusion Team

Health Provision delivered in school:

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service - CAMHS (also known as CYPMHS – Children and Young People's Mental Health Service)

Other External Agencies:

- General Development Assessment Team (GDA)
- Children's Centres
- Your Place Teams (under Doncaster Safeguarding Children Partnership)
- Early Help (under Doncaster Safeguarding Children Partnership)
- Intensive Family Support Service (under Doncaster Safeguarding Children Partnership)
- Social Care (under Doncaster Safeguarding Children Partnership)
- Education Welfare Service

All of the above bodies, including health and social care can be accessed throughthe school, at the appropriate time. These are all linked to educational provision.

Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS Team:
https://www.doncaster.gov.uk/services/schools/sendias

For information regarding outside agencies within Doncaster Local Authorityand Doncaster NHS Trust, please refer to Doncaster's SEND Local Offer at:

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

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

http://www.doncaster.gov.uk/services/schools/schools-contribution-to- the-local-offer

This SEND Policy was updated in October 2026 and will be reviewed annually by the Governing Body.