

WOODFIELD PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Name and contact details of the Head teacher: Mrs H. Harrison

Name and contact details of the SEND Co-ordinator: Miss N Fallon.

Miss N Fallon is one of the school's Deputy Heads and a member of the Senior Leadership Team.

Date of previous Policy:	January 2016 This policy has been produced using the model policy framework from Doncaster.
Reviewed Policy agreed by Governing Body on:	
Reviewed Policy shared with staff on:	
Shared with parents/ carers on:	.
Policy to be reviewed again on:	May 2019

CONTENTS

- Section 1: Main contacts and Policy details
- Section 2: Legislative Compliance
- Section 3: Our School Profile and School Values
- Section 4: Aims and Objectives of this Policy
- Section 5: Definitions of SEND and of Disability
- Section 6: Graduated approach to identifying whether a child should be in receipt of SEND Support
- Section 7: Request for statutory Education, Health and Care needs assessment
- Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)
- Section 9: Management of SEND within our school
- Section 10: Partnership with Parents/Carers
- Section 11: Involvement of Children
- Section 12: Supporting pupils at school with medical conditions
- Section 13: Effective Transition
- Section 14: Admission Arrangements
- Section 15: Accessibility and Exam Access arrangements
- Section 16: Storing and Managing information
- Section 17: Complaints
- Section 18: Other key members of staff in our school
- Section 19: Links with Other Services
- Section 20: Information on where the Local Authority's Local Offer is published

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 January 2015 (updated May 2015). 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 January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Ofsted Section 5 Inspection Framework, August 2015
- Teachers Standards 2012
- National Inclusion Statement
- The National Curriculum in England Key stage 172 framework document.
- School SEN Information Report Regulations 2014.

2.2 Our school has separate policies in place for:

- Safeguarding Children & Young People
- Equality Statement
- Behaviour & Inclusion
- Anti-Bullying.
- School Access Plan
- Intimate Care Policy

And other appropriate policies.

These are available on the schools website

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This is available on the school website

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

Section 3: Profile and Values

3.1 Our School Profile

Woodfield Primary School is part of the White Rose Trust. It is a mainstream primary school for children from the age of 3-11 years.

It is our primary aim Woodfield Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

3.2 Our School Values

At Woodfield Primary School we strive to promote an inclusive, child centred approach to learning where our core values of aspire, create, respect, explore and engage are at the centre of everything we do.

- 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 others involved
- All our children are entitled to a broad, balanced and relevant education 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

At Woodfield Primary School we are committed to ensuring the best possible outcomes for all our children including those with SEND.

We work collaboratively with other schools and multi agencies across the Local Authority to ensure a consistency of approach .All staff receive the relevant training and support to enable them to meet the needs of pupils.

To summarise 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

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 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 & Disabilities 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 5: Definitions of SEND and of Disability

5.1 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.

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 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.

5.3 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
- Profound and Multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory 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.

5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior 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.

www.gov.uk/Mental_Health_and_Behaviour_-_Information

5.5 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-SENdsory 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 on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEN

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 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 their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are 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 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.

The DDA, as amended by the SEN and Disability Act of 2001, places a duty on schools to increase – over time – the accessibility of schools for disabled pupils and to implement their plans. Woodfield’s Access Plan can be found on the school website.

All pupils from the age of 5 have the opportunity to apply to access the following extra- curricular clubs:-

Baking
Lego
Movies
Art
Art & Crafts
Science
Drama
Brass Club
Let’s Get Physical
Gardening
Ukulele

Section 6: Graduated approach to identifying if a child requires SEND Support
(See SEND Information Report & Local Offer)

6.1 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, views, wishes and feelings
- 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.
- Tracking is against Age Related Expectations with summative tests at the end of each term. Class action plans provide judgments at termly data capture points as well as an analysis of strengths and areas for development and targets for pupils. Year 2 & 6 pupils have a 'Reader on a page.' document which provides an overview of their reading levels and abilities.
- Additional tracking documents are used for pupils on p levels or working towards outcomes below their year group.

6.2 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:
 - o plan strategically to meet children's identified needs and track their provision;
 - o audit how well provision matches need;
 - o recognise gaps in provision;
 - o highlight repetitive or ineffective use of resources;
 - o cost provision effectively;
 - o demonstrate accountability for financial efficiency;
 - o demonstrate to all staff how support is deployed;
 - o inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
 - o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.3 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
- study buddies/cross age tutors
- homework/learning support club
- **SMART** target setting
- booster intervention groups
- emotional care/ nurture, friendship and support groups
- co-ordination/ motor skills and handwriting support groups
- support to participate in the life of the school

6.4 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

6.5 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 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 SENCo, 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 (on a SEND Support Plan (SSP));
- children will have targets they can understand;
- Our SSPs 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;
- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their SSP';
- our SSPs 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 SSPs will have a maximum of four SMART targets;
- targets for an SSP 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) and other Senior leaders;
- our SSPs will be time-limited – at termly review, there will be an agreed "where to next?";
- our SSPs 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, SENCo 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

SEN support plans and One Page Profiles are monitored and updated termly by the class teacher, parent and SENCo. Pupils who access Nurture Group will have a termly Boxall assessment which creates individual social and emotional targets.

Section 7: 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 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 SEND Team before a request is submitted.

Section 8: Statement of Special Educational Needs or 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 January 2015.

Section 9: Management of SEND within our school

9.1 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 & Disabilities Coordinator (SENCo). The SENCo 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 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 carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

CPD will focus on the school's priorities for SEND as well as meeting the needs of individual pupils and staff.

9.2 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

9.3 Special Educational Needs and Disabilities Coordinator (SENCo)

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

- Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 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 SEND 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 SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND or 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 SENCo 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

9.4 Classroom and subject teachers

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

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEN support;
- be responsible for meeting special educational needs under the guidance of the SENCo 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.

9.5 Learning Support/Teaching Assistants

- LSA/TAs/ Key Adults are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo.
- we deploy our LSA/TAs/Key Adults depending on their level of experience.
- our LSA/TAs/Key Adults are most effective when the support they give is focused on the achievement of specific outcomes or pupils.
- LSA/TAs/ Key Adults 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 10: 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.
- Consulting pupil, parents, carers and the community on issues of accessibility and equality.

Section 11: Involvement of Pupils

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 SEN 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 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.

The school has a policy for 'medical conditions' which can be found on the school website,

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 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 Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.
- From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- A transition timeline will be produced and shared with the family.

- For children with an Education Health & Care Plan in transition years, the SENCo 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 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

The statutory tests that our pupils take at the end of key stage one and two are designed to be accessible to the majority of pupils in a specific amount of time without modification. In the case of pupils with SEND they may be eligible for access arrangements. However these arrangements are normal classroom practise for the child.

For some pupil with slow writing speed or fine motor activities it may be appropriate to download the appropriate form for using an amanuensis or making a transcript.

For pupils with a visual impairment it may be necessary to order modifies or large print test papers.

Some access arrangements require permission from the local authority (e.g. additional time). Applications for these arrangements to be considered must be filled in online via the NCA Tools website.

A small number of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that are affected by a condition that means they cannot demonstrate their true potential in the set amount of time.

Section 16: Storage of records

Documents relating to pupils on the SEN Register will be kept in their individual blue file in the cabinets in the Inclusion room. These are locked and secure. Files for pupils with a statement or EHCP will be kept in a secure file in the inclusion manager's office.

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 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 18: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility: Miss N Fallon: Mrs T Lawes, Mrs H Harrison and Mrs N Hoey.

Name member of staff responsible for managing PPG/LAC funding: Miss N Fallon

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

Section 19: Links with Other Services

Effective working links are maintained with:

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

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

SAIDSEND Service: Contact number 01302 736920 or email saidSEND@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 736504 or email welfare.service@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737880
[CIC Referrals@doncaster.gov.uk](mailto:CIC_Referrals@doncaster.gov.uk)

Children with Disabilities Team: Contact number: 01302 735888 or email cwd@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332 email- aiminghighbusinessunit@doncaster.gov.uk

Education Standards & Effectiveness Officer – SEND/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

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

Children and Young People's Mental Health Services (CAMHS) Contact Number- Switchboard: (01302) 796000

Community Therapy Team (Speech and Language & Occupational Therapy)
Contact Number- 01302644959

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

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

This SEND Policy was updated in May 2017 and will be reviewed annually by the Governing Body.