



Holy Family Catholic Primary School

SEND Policy

APPROVED BY: BOARD OF TRUSTEES

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Section 1: Main Contact details and Policy key dates

Name and contact details of the Executive Head teacher: Mrs
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Name and contact details of the SEND Co-ordinator:
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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. from the SEND Code of Practice.

Section 2: Legislative Compliance

2.1 This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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 our SEND 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 on the SEND Code of Practice.

Section 3: Inclusion and equal opportunities

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

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

Section 4: Profile and Values

4.1 Our School Profile

Holy Family Catholic Primary School is a mainstream one form entry, Primary School for children aged 4 to 11 years. We also have a Foundation Stage Nursery for children (the term following their birthday) from the age of 3 years old.

At Holy Family we are extremely proud of the success of our children, and we encourage each one to excel within our very caring community; where the standards are high, and our expectations are consistent and clear. These expectations apply not only to our children but also to our staff, as we strive to develop the best possible learning environment for the children entrusted to our care.

Together, we aim to make all areas of the school environment both lively and happy; a place where children can learn in a positive Christian atmosphere. The dedicated staff arrange and plan the curriculum by organising their classrooms in such a way that children are well motivated and enjoy being at school. The climate is such that, with emphasis on co-operation and mutual respect, high standards of social behaviour are promoted, and every child encouraged to develop to their full potential.

Together, we expect the highest standards from our children, and we celebrate their success on a continual basis with learners and parents alike. Our aim is to work in partnership with parents/guardians, ensuring the best possible education provision for our children. This level of partnership is enhanced through the growing reputation the school enjoys within the local and wider community.

To date, our school has benefited from a state-of-the-art Reading Room, which is well resourced and provides an outstanding facility for the children to develop their literacy skills. The Reading Room also comes complete with an amazing story telling chair. We also have a state of the art Sensory Room.

Every one of our teachers is also a teacher of SEND:

Foundation 1	Joanne Anderson
Foundation 2/ SENDCo	Samantha Tomlinson
Year 1	Eleanor Argent
Year 2	Ellie McBride
Year 3/ Assistant Head	Sarah Wainwright
Year 4	Emily Dyson
Year 5 / Assistant Head	James Ascroft
Year 6	Julia Nichols

4.2 Our School Values

Holy Family Catholic Primary School Mission Statement:

“Holy Family School is a place that is committed to create challenging, stimulating and effective learning. We know that God’s love surrounds us and we are all valued, gifted and unique.”

To fulfil our Mission Statement, our values are:

- To be a safe, happy, caring community of learners
- To help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their full potential in a rapidly changing world
- To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life
- To encourage an enjoyment of life-long learning
- To encourage positive parental and community involvement
- To promote healthy lifestyles
- To provide a curriculum that is stimulating, broad, balanced, innovative and creative
- To celebrate achievement
- To make sure all our pupils have the chance to thrive and to support them to meet their full potential.
- To create an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Section 5: Aims and Objectives of our approach to SEND

5.1 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

5.2 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 diminish and close the difference 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 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 and disadvantaged learners
- to keep up-to-date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 6: Definitions of SEN and of Disability

6.1 SEN Definition

A child or young person has SEN 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

6.2 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'.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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 (Quality First Teaching).

Children may be identified as having long term and significant SEN 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.

Area of Need	
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6.4 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 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

[Section 7: Graduated approach to identifying if a child requires SEND Support \(Linked to SEND Information Report\)](#)

7.1 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 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
- 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, care and the voluntary sector.

7.2 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, 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.

7.3 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, individual support
- 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

7.4 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 quickly identify 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 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 family 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 governors

7.5 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 all children, our approach to the Targeted Level (SEND Support) is as follows:

- 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 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 having difficulty 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 Educational Needs 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 input of any appropriate outside agencies particularly where concerns are around significant needs.

Where the child's class teacher, SENCo and family 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. 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. The school 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 support the 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 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 families, the Local Authority, external agencies and Ofsted about resource deployment;
- focus attention on whole-school learning and teaching as well as individual needs, providing an important tool for self- evaluation.

Section 8: 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 funding will 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 schools in joint purchasing/hire of equipment.

Section 9: Education Health and Care Plan

Children with an Education Health and Care Plan (EHCP) will have access 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 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 10: Management of SEND within our school (Linked to SEND Information Report)

10.1 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 strategic decisions which will maximise their opportunity to learn.

10.2 Special Educational Needs Coordinator (SENCo)

The SENCo at our school is Miss Tomlinson and she 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 support and 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 from the 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 support staff
- 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 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 an 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 them informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

10.3 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
 - Provide access to a broad and balanced curriculum
 - Have a clear approach to identifying and responding to SEND
 - Provide an annual report for parents/carers on their child's progress
 - Record accurately and keep up to date the provision made for pupils with SEND
 - Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
 - Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
 - Determine their approach to using their resources to support the progress of pupils with SEND

10.4 The SEND link governor

The SEND link governor is Mr Joe O'Connor.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

10.5 The Head of School

The Head of School will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

10.6 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: sharing information, seeking their views and providing regular updates on progress.

10.7 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 the achievement of specific outcomes.
 - TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

10.8 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 their families;
- 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 a SEND Information Report that will be published on the school website.

10.9: 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 outcome setting across the curriculum so that they know 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 Intervention Books (these are used for each child on the SEND Register). These Books are used by each class team to record the ongoing progress made towards 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 11: 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 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. 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 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 SENCo 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 we take steps to ensure that any transition is as smooth as possible. The approaches taken for specific transitions are outlined in the school's SEND Information Report.

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

At the end of KS1 and KS2 applications for access arrangements will follow the DfE Guidance. 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 15: Storing and managing information

Children currently on the School's SEND Register have their documents and records 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, have their 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 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 SENCo, then, if unresolved, by the Head of School. The Executive Head Teacher will be 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 17: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility – Mrs Bernadette Nesbit (Executive Head Teacher), supported by Ms Clair McFadden (Head of School), Mr James Ascroft (Assistant Head), Miss Sarah Wainwright (Assistant Head) and Mrs Chrissie Baron (Safety Manager).

Name member of staff responsible for managing PPG/LAC funding – Mrs Bernadette Nesbit (Executive Head Teacher).

Name of members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils – Mrs Sheryl Hawkhead (Office Manager), and Mrs Chrissie Baron (Safety Manager).

Section 18: 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 Communications Education 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 Child status)
- 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

Section 19: Information on where the Local Authority’s Local Offer is published

All of the above bodies, including health and social care can be accessed through the 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 Authority and 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 Local Offer is published

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

This SEND Policy was updated in November 2025 and will be reviewed annually by the Governing Body.