



New Pastures Primary School

Special Educational Needs and Disability (SEND) Policy

2025 - 2026



1	Summary	Special Educational Needs and Disability (SEND) Policy			
2	Responsible person	Alex Turner			
3	Accountable SLT member	Sarah Hall			
4	Applies to	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Sarah Hall			
6	Who has been consulted and recommended policy for approval	Head teacher, Governors and teachers			
7	Approved by and date	Governing Body – January 2026			
8	Version number	8			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)	<ul style="list-style-type: none"> Disability equality policy including accessibility plan Administering medication policy Safeguarding policy 			
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	1.1.2026			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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1. Main contact details and policy key dates

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Name and contact details of the SEND Co-ordinator: Mrs Alex Turner

Telephone: 01709 583271

Member of the senior leadership team

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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#) July 2014
 - Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
 - Statutory guidance on supporting pupils at school with medical conditions, December 2015
 - Ofsted section 5 inspection framework, August 2015
 - Teacher's standards 2012
 - National inclusion statement
 - National curriculum, EYFS framework
- 2.2 Our school has separate policies in place for:
- Inclusion policy
 - Special educational needs and disabilities policy
 - Child protection policy
 - Safeguarding
 - Disability equality policy including accessibility plan
 - Administering medication policy
 - Behaviour policy
 - Anti-bullying policy
 - Teaching and learning policy
 - Admissions policy
 - Accessibility policy



- 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: [local SEND offer](#)

- 2.4 The Department for Education has published a guide for parents on the SEND code of practice which can be accessed at: [SEND guide for parents and carers](#)

3. Profile and values

3.1. Our school profile

New Pastures Primary School is a primary, co-educational school which is part of the Venn Academy Trust. It is across 2 sites that caters for children aged between 3 and 11 years. The school currently has approximately 260 pupils in the main school and includes 45 pupils in the foundation stage.

The lower site was originally built as a board school in 1876 and over the past few years has been subject to modernisation, renovation and extension to meet the needs of today's learners. The school is a bright, airy and stimulating environment filled with warmth left behind by the years of previous pupils who were educated in our school. There are 5 classroom bases, a library and a changing/intervention room.

The upper site was first opened in 1896. There are 6 classroom bases, a school library, an intervention room, and an outdoor unit which is used for breakfast club, intervention groups, lunch clubs.

At New Pastures Primary School our vision is for our children to be well educated through a rich and varied curriculum, becoming self-motivated, confident learners who have a desire to achieve more each day.

3.2. Our school values

Staff and governors of New Pastures Primary School value the abilities and achievements of all its pupils. They are committed to providing all pupils every opportunity to achieve the highest standards within the best possible environment for learning. We recognise that many pupils will have special needs at some time during their school life and by supporting them as individuals under the guidelines of our SEND policy. We believe pupils will be helped to overcome their difficulties. The views, wishes and feelings of our children are central to all we do at New Pastures Primary. 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.

We are able to support and cater for pupils with a variety of needs.



At present we are supporting children who have difficulties with:

- Speech, language and communication
- Physical and Mobility needs
- Visual impairment
- Hearing impairment
- Specific learning difficulties
- Emotional and mental health
- Autism spectrum disorder
- ADHD
- Specific medical support

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 success for all our children
- Encourage high levels of participation from children, parents and carers
- 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 adapted 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.

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 adapted 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 SEND if they are not making adequate progress despite good quality, adapted 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 disorder (ASD), 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 have sensory issues which can impact on the way in which they understand and



engage with the school environment (further information appears below). All of these factors can impact on how pupils 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 a slower pace than their peers, even with the right level of adapted teaching. 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 dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

It should be noted that in cases of severe learning difficulties and profound multiple 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 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).

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.

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

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



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

5.6 Difficulties which may not be related to SEND

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

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

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

- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman / woman

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

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

If we are made aware that a child will be starting our school who needs support to access our environment then meetings are arranged between the family,



other professional agencies who are already supporting the child and school. At these meetings we discuss adaptations that can be made to ensure the child is safe and welcomed into our school.

Some adaptations that have already been made are as follows;

Infant school

- An area at the back of the library has been adapted as a changing area to allow privacy whilst hygiene needs are met. The room is also used for physiotherapy and other interventions requiring a quiet room, a changing bed has been ordered and we are awaiting delivery.
- A Slope has been added to the corridor at the back of the hall to enable wheelchair users to access both the hall and main classroom areas.
- Doors and windows in the corridor have been changed over to allow access for the ramp.
- We have fitted a security system to all the external doors so they cannot be opened without a special fob; which all staff carry. This is to keep the children safe and secure in school
- A disabled access toilet was built in the nursery so we now have disabled access to toilets on both sites
- Brightly coloured strips have been added to the steps leading to the hall. This is to help a child with a visual impairment to be able to access the hall with more ease
- A slope has been added to class two, to enable easy access for the outdoor environment for wheelchair users.
- The external door in the Reception class to the outdoor decking has been changed to bigger doors to comply with regulations for wheelchair users.
- A lift has been fitted to enable wheelchair users to access the hall from the main teaching areas in the infant school.

Junior school

- We have fitted a security system to all the external doors so they cannot be opened without a special fob; which all staff carry. This is to keep the children safe and secure in school
- Brightly coloured strips have been added to the steps leading to the hall. This is to help a child with a visual impairment to be able to access the hall and teaching areas with more ease
- In the Junior school the intervention room houses a sensory circuit and zones of regulation area.

The school accessibility plan is available on the school website.

6. Graduated approach to identifying if a child requires SEND support

6.1. Whole school general Identification and assessment when at quality first teaching level of support

At New Pastures Primary we understand that all pupils may require additional support at some time, but this does not mean they require an SEND support plan. We monitor the support given and the outcomes of these in four ways as part of our Graduated approach;



1. Daily classroom support (Quality first teaching/ universal offer) - If a child has struggled on a particular aspect of a lesson, e.g. reversal of numbers in maths, this would be noticed during the teachers 'live marking' and they would be given support at the time.
 2. Universal Plus -If a child has regular interventions e.g. daily reading to increase speed or comprehension or same day intervention in phonics to repeat the lesson or part of, - this will be monitored and evaluated on an individual pupil support plan with the teacher and parents at the end of each term.
 3. SEND support - we evaluate the effectiveness of the provision for SEND pupils in the following ways:
 - through use of termly individual provision mapping to measure progress and achievement
 - by evaluating pupil SEND support Plans at least three times a year
 - through observations and assessment in class
 - analysis by SENDCO of end of term attainment and progress data
 - by inviting other agencies to jointly observe pupils and their provision by referring to appropriate agencies such as Educational Psychology /Ascets / VI/ HI/ Early Years Intervention Team to further support diagnostically what needs there may be and what support would be appropriate.
 - where other professionals are involved, they also attend or send a report to the termly SEND support plan meeting to evaluate the outcomes set for the pupil and recommendations for the new outcomes that will be set.
 4. EHCP – Children with an EHCP also have an SEND support plan so receive the SEND support package as well as;
 - Yearly EHCP review with all professionals involved attending or sending a report
 - LA SEND representative invited to the meeting
 - If the child is in Year 6, the EHCP review will be held in the Autumn term to allow time for Transition consultations to a secondary placement to be made.
- 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-adapted, quality first teaching regardless of any additional needs. Class teams have secure subject knowledge, building upon previous learning to enable pupils to remember long term content, adapting their teaching as necessary. Staff have high expectations and aspirations for all
 - Universal level of support: Those pupils for whom concerns have been raised by either the school or the family will be monitored by the class team. It may be judged that the child needs time-limited support in addition to inclusive quality first teaching in order to secure effective learning and increase their rate of progress. A period of time will be required to observe the impact of this support and to gather enough evidence to have a consistent impression over time
 - Universal plus level of support: After this period on monitoring at the universal level, it may be agreed that some time-limited intervention programmes are required, in addition to inclusive quality first teaching, in order to secure effective learning and increase their rate of progress. As with the universal level,



a period of time is required to observe how a pupil responds to these programmes of intervention

- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptation 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.

6.3 Examples of curriculum access and provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs (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 use a combination of approaches to address targets identified for individual children.

- Teachers adapt 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
- Adaption of curriculum resources
- Homework/learning support club
- **SMART** target setting
- Booster intervention groups
- Emotional care, friendship and support
- Co-ordination and handwriting support
- Support to participate in the life of the school

6.4 Monitoring and evaluation of progress

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 adaptation and use of classroom resources
- Informal feedback from all staff
- Child and parental views 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 senior leaders
- Principal's report to governors

6.5 Additional SEND support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEND support to replace school action and school action plus from September 2014. 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-adapted curriculum offer
- We will agree short term outcomes that are reviewed termly with parents and their child as appropriate on a SEND support plan
- Our SEND support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended
- We will use the latest LA's guidance on SEND descriptors
- Targets will address the underlying reasons why a child is having difficulty with learning
- Our SEND support plans will be accessible to all those involved in their implementation
- Our SEND support plans will have a maximum of four SMART targets
- Targets for an SEND support plans will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's special educational needs co-ordinator (SENCo) and other Senior leaders
- Our SEND support plans will be time-limited – at termly review
- Our SEND support plans will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are around significant needs.

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 such as Universal plus, adapted resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND support.

7. Request for statutory education, health and care assessment

For some children with SEND at the target 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 on the graduated approach.

External agencies, particularly an educational psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. Multi agency meeting will be held to co-ordinate provision.

One possible decision of the multi agency team meeting may be that the complex needs and difficulties of the pupil will have an impact on their life which requires 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) 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 pupils with this level of need – not all pupils at SEND support level will require the 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.

8. Education health and care plan

Children with an education health and care plan will have access to all arrangements for children in receipt of SEND support up to the equivalent of £6,000. 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 young people with an EHCP will be formally reviewed at an annual review with all adults involved with the child's education. This process will take place with the pupil and parent / carer voice included. The parent's 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 pupil as appropriate. This will often include their participation in part or all of the annual transfer review meetings. Supplementary or early reviews may be called if required.

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

9. Management of SEND within our school (linked to SEND information report)

9.1. General

The principal 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 to the headteacher 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.

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. Further training is given to support specific needs as they arise.

Individual class teachers and teaching assistants attend training courses or invite trainers into school to deliver training presented by outside agencies that are relevant to the needs of specific pupils in their classes such as Moving and handling training, Team teach (de-escalation), Autism training, Epilepsy training for administering recovery medication.

The SENCo attends the local authority's termly SENCo network meetings, The termly Academy SEND meetings and will attend relevant training and courses in order to update the school with changes and developments in SEND. The SENCo is also part of the Mexborough SEND Pyramid, attending the termly meetings.

9.2 Principal

The principal 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 co-ordinator (SENCo)

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

- Be a qualified teacher working within our school
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- Maintain and analyse our whole-school provision for vulnerable and disadvantaged children
- Identify on the SEND register 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
- 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 SEN support plans
- 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
- 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 her informed of current issues regarding provision for children with SEND
- Liaise closely with a range of outside agencies to support vulnerable learners
- Complete the relevant training

9.4 Classroom teachers

Teachers are responsible for the four stages of the Graduated approach (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 SEND support
- Be responsible for meeting special educational needs under the guidance of the SENCo and headteacher
- Have high aspirations for every child setting clear progress targets
- Involve parents and the child (as appropriate) in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 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 assistants are most effective when the support they give is focused on the achievement of specific outcomes
- Assistants 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. **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 or carers
- 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
- Producing a SEND Information Report that will be published on the school website.
- Producing the schools Local offer, which is published on the school website and Doncaster Local offer website.

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 SEND support plan; and Create a one page profile of their likes, dislikes, strengths, needs and aspirations for their future.

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

Some children will require an 'individual health care plan' to support their specific needs with regard to support with needs such as; mobility around school, or support with personal hygiene requirements etc.



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, 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.
- For children with an education health & care plan in year 6, the SENCo will organise the annual review in the Autumn term and invite Parent's/carers, LA SEND representative, all professionals involved with support and the main stream school the parents have applied for. At this meeting the parents will identify any Specialist school they wish the LA SEND team to consult with as part of their EHCP transition process.
- All SEN documents are then transferred to the new school or setting. These documents are signed over to ensure a paper trail is kept.

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*).

15. Exam access arrangements

In KS2 applications for access arrangements following DfE Guidance. Access arrangements are trialled throughout the academic year to assess the most effective ways to ensure children communicate their knowledge in tests and assessments. These arrangements are recorded on the child's SEND support plan. These records over time demonstrate that this is the typical practice and that these access arrangements are familiar when taking formal assessments.

16. Storage of records

Children currently on the school's SEND register have their documents and records for the current school year stored in the classroom as a working document so that all adults in the class have ownership of this and are providing the support identified within the plan. Historic SEND plans are kept in a locked cabinet in the headteacher's office. These documents are stored for the duration of the 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.



Those children who have been removed from the SEND register due to no further concerns and progress in line with their peers, will 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.

The school adheres to the record keeping protocol (model policy from Doncaster) and systems are GDPR compliant in protecting personal data and information. All SEND support plans are kept electronically on the school's SharePoint.

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 principal. 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 available on the school website or available from the school office*).

18. Other key members of staff in our school

Designated teacher with specific safeguarding:
Mrs S Hall – Designated Safeguarding Lead
Ms L Ward – Deputy Designated Safeguarding Lead
Mrs C Cotton-Bailey – Deputy Principal

19. Links with other services

All services contribute to Doncaster's SEND local offer. This website is regularly updated and has all contact details and information regarding these services.

Effective working links are maintained with:

Local authority provision delivered in school:

- SEND team, including EYFS SEND -offering support to both school and families
- Autism outreach service (ASCETS – autism and social communication education and training service)
- Educational psychologist service
- Sensory service for pupils with visual or hearing impairments
- SENDIAS (formerly known as parent partnership and SAIDSEND)
- Virtual schools – supporting children who are looked after by the local authority
- Outreach support from the special schools – e.g. Pennine View, Heatherwood and Stonehill Special schools
- Behaviour outreach support (BOSS)
- Pre-school inclusion team

Health Provision delivered in school

- Speech and language therapy



- School nursing team
- Occupational therapy
- Physiotherapy
- Visually impaired team
- Hearing impaired team
- Child and adolescent mental health service (CAMHS)

Other External Agencies

- Needs Led Neurodevelopmental Pathway (previously -General development assessment team -GDA)
- Children's centre
- Social care (under Doncaster children's services trust)
- Education welfare services

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>

20. Information on where Doncaster local authority's local offer is published

For information regarding outside agencies within Doncaster local authority and Doncaster NHS Trust, please refer to Doncaster's SEND local offer at:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>