

Mexborough Highwoods Primary School

Special Educational Needs and Disability (SEND)



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Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Name and contact details of the Head teacher:

Mr. G.Rhodes

Name and contact details of the SEND Co-ordinator:

Sheridan Schofield

Date of previous Policy	November 2015
Reviewed Policy agreed by Governing Body on:	
Reviewed Policy shared with staff on:	
Shared with parents/ carers on:	
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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. 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, May 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, August 2016
- Teachers Standards 2012
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document

Documents are located on the school network, heads office or SEND filing cupboard.

2.2 Our school has separate policies in place for:

For example: Safeguarding (27), Disability & Access Arrangements, (72), Race Equality & Cultural Diversity (81), Young Carers (82), Single Equality Scheme (83), Equal Opportunities (24), Anti-Bullying (33), Intimate Care (75).

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.

See website page: <http://www.highwoods.doncaster.sch.uk/>

Under 'About us' then 'Policies'

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: <http://www.highwoods.doncaster.sch.uk/>

Under 'About us' then 'Policies'

Section 3: Profile and Values

3.1 Our School Profile

At Highwoods Primary School, in order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups.

The school building has carefully planned Access Arrangements and has refurbished the disabled toilet in line with the disability building regulations.

Under the New SEND Code of Practice 2015, a child has special educational need if they have 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.

The SEND Code of Practice 2015 also explains that “Special educational needs and provision be considered as falling under four broad areas;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and /or physical

A child has special educational needs if he or she has a learning difficulty which necessitates special educational provision to be made. A child will be regarded as having a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of that age, or has a disability which prevents or hinders effective use of educational facilities provided for children of that age.

At Highwoods therefore, SEND is a general term applying to any child who requires teachers to make responses beyond that of their normal teaching style appropriate for classes and individuals. These needs may be related to health, social or pastoral factors.

For issues or concerns relating to SEN and inclusion, parents / carers can choose to contact the named people below:

Class teachers: Foundation – Miss Mason

Year 1 - Mrs Lewis

Year 2 - Miss Niles

Year 3 - Ms S Adams

Year 4 - Mrs S Flint

Year 5 - Mr J Long

Year 6 - Miss McDonnell

3.2 Our School Values

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff at Highwoods Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provides opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups

- Staff at Highwoods Primary School value pupils of different abilities and support inclusion.
- Within the school staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Highwoods Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The SEND Co-ordinator is: Mrs. Sheridan Schofield
 The SEN Governor is: Dr. Kate Wrennall
 Child Protection/Safe guarding: Mr Graham Rhodes, Mrs Beverley Fallowfield
 Mrs Helen Mitchell, Mrs Sheridan Schofield, Mrs Jan Smith, Mrs Kate Featherstone-Bennett

LAC Governor: Dr. Kate Wrennall

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- To provide an accessible school curriculum through differentiation and support
- To discover and provide the best learning conditions for each pupil
- To enable the children to develop understanding and social maturity
- To enable the children to value their own abilities and achievements
- To enable the children to increase independence
- To develop and maintain a system of partnership with the child, the parents/carers and outside agencies.

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 Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- 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 SEN and of Disability

5.1 SEND 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

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 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.

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
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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 SEN.

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.

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 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.

For information of how the school meets its Accessibility Duties see Policy (72).

Section 6: Graduated approach to identifying if a child requires SEN Support.

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
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.

Object Planning, Identification and Assessment Arrangements, and Review Procedures:

Children are identified as having SEND through the following criteria:

Foundation Stage

- If teacher assessment / observation show a cause for concern
- If Baseline assessment indicates a significant discrepancy from the class norm
- If children enter school from the Early Years Unit with SEN concerns.

Key Stage 1

- If Teacher Assessments / observations show a cause for concern
- If progress is below ELS criteria.

On entry to Year 3 (Key Stage 2)

- If End of Year Test indicate significantly below year group expectations
- If school tracking system highlights a need for an “Intervention Programme.”

On entry to Year 4 (Key Stage 2)

- If End of Year Test indicate significantly below year group expectations
- On entry to Year 4 if standardised Benchmarking is 2 years or more behind chronological age.
- If school tracking system highlights a need for an “Intervention Programme.”

On entry to Year 5 (Key Stage 2)

- If End of Year Test indicate significantly below year group expectations
- On entry to Year 5 if standardised Benchmarking is 2 years or more behind chronological age.
- If school tracking system highlights a need for an “Intervention Programme.”

On entry to Year 6 (Key Stage 2)

- If End of Year Test indicate significantly below year group expectations
- On entry to Year 6 if standardised Benchmarking is 2 years or more behind chronological age.
- If school tracking system highlights a need for an “Intervention Programme.”

Also

- On entry to the school at any time they have an EP (educational psychologist) or other recognized agency assessed learning difficulty
- On entry to the school at any time if there is a EHCP/Statement of SEN.
- On entry to the school at any time if previously registered at any stage of the Code of Practice by another school or authority.
- At any time if parents/carers have a concern which is not allayed by the class teacher and subsequent discussion with the SENCO
- At any time if the class teacher has a concern which, after discussion, the SENCO supports
- At any time if they need an individually adapted behaviour plan in order to access the curriculum
- At any time if there is a substantial discrepancy between the pupil's attainment and their capability

- The individual needs of children who are identified as Gifted and talented will be addressed through school-based action and action plus so that specific programmes may be planned and outside advice and support may sought when necessary
- A range of school based materials including reading tests and Key Stage 1 baseline checklists are used alongside LEA and National materials to assess children's achievement and identify needs
- Children will be placed on a SEN list after discussion with the class teacher. Parents/carers will be involved by the class teacher at this stage to ensure they are in agreement with their child being placed on the SEN list and receiving additional support
- Children will be listed at one of the stages of the Code of Practice. Criteria for listing at each stage have been agreed and are available to all staff
- Children will be reviewed at least termly through Support Plan meetings and reviews. Parents/carers will be invited to discuss and agree all new Support Plans targets. Children with EHCP's/Statements will also have an annual review to which all those working with the child will be invited and asked to contribute reports.
- Reports and assessments made by parents/carers, partner schools, social services, health authorities etc will be used to inform the review process.
- Pupil progress is monitored by using a standard Support Plan proforma. TAs and class teachers record significant achievements and difficulties. SENCO and the class teacher review each Support Plan at the end of each term and agree new targets.
- All children will be working towards agreed targets and these will form the main focus of each review. Monitoring of these targets and planning will provide the evidence to agree movement between stages of the Code of Practice. Parents/carers will be informed if any changes to the stage of registration are made.

Strategies for ensuring progress and continuity

Early identification is crucial to prevent labelling by peers and staff leading to a spiral of low self-esteem, poor motivation and low expectations

Prior to attending Highwoods Primary School communication and dialogue will take place between staff of the sending school and Highwoods Primary School to facilitate discussions with regard to individual children. End of year tests and Teacher Assessments will be discussed and forwarded to Highwoods. Records and discussions will reveal difficulties, strategies and successes.

Results will be reviewed to see if there are any anomalies which will be examined in more detail by the SENDCo. If necessary, time will be set aside for more diagnostic testing.

These tests will not stand alone but will be supported by the routine of classroom procedures of observing, recording and reviewing progress. The teacher will monitor oral/written performance, work output as well as emotional/behavioural social interaction.

Having identified a child with special needs we will follow the following four stage intervention programme in which strategies move from the least specialised to the most specialised form of provision:

Levels of Support

In consultation with the SENDCo, pupils level of need will be identified. This may be:

- Monitoring through school's class action / intervention sheet
- SEND Support Plans
- EHCP (Education, Health and Care Plans)

Objectives

- To address the needs of all those children within our school with SEND
- The progress of all pupils will be continually monitored to identify needs as they arise; needs will be identified and support provided as early as possible in children's time with us
- Full access to the curriculum* will be provided through differentiated planning by class teachers, SENDCo, and support staff as appropriate. (*Except where disapplication, arising from a Statement occurs. Disapplication is very rare,)
- To make certain that children with SEND are able to participate in the full range of curriculum activities
- Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEND
- Monitoring progress of pupils with SEND will be reviewed regularly to provide the most effective and relevant learning provision
- To maintain a system of inclusion and integration
- Pupils with SEND will be perceived positively by all members of the school community
- SEND provision is positively valued and accessed by staff and parents with a whole school approach towards children with SEND to ensure consistency and approach
- Children with SEND will be given equal opportunities to achieve and develop a positive attitude to self
- We will be able to meet the needs of as wide a range as possible of children who live in our catchment area
- Children will move on from us well equipped in the basic skills of literacy, Numeracy and social independence to meet the demands of secondary school life and learning
- Parents/carers will be fully involved at every stage in plans to meet their child's special needs children themselves will be involved, wherever possible, in planning

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 SEN.

The whole school provision map enables us to:

- plan strategically to meet children's identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;

cost provision effectively;
demonstrate accountability for financial efficiency;
demonstrate to all staff how support is deployed;
inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

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
- home learning/learning support
- **SMART** target setting
- booster intervention
- emotional care, friendship and support groups
- support to participate in the life of the school

Some children may be withdrawn from class to receive support which will concentrate in particular on literacy and/or mathematical skills. Extra assistance is available to class teachers through TA's and can be used for:

- Assessment so that specific problems can be identified and an appropriate work programme set up
- Withdrawal for intervention
- 1:1 support

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

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. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEN provision at this level. Every

school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN 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 £6000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENDCo, will discuss with parents if we feel that their child requires SEND Support;
- additional SENS 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 an SENS 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 SEND 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 and Disabilities Co-ordinator (SENCO) 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, SENDCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support

Headteacher, Assistant Headteacher, SENDCo and Class teachers can all identify children who require monitoring and intervention strategies. An Intervention Support Plan is completed by the class teacher and reviewed termly. Parents are sent a copy and have the opportunity to come into school to discuss with SENDCo or class teacher. Should a child require further outside agency help a meeting is arranged for all parties to attend. All Plans have a plan, do, review strategy and SMART targets are used. Termly TA assessments in place for all children.

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

For some children with SEN, 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 SEN, 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 SEN 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 SENSupport*** 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 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 and Disability Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCo where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The SENDCo attends the three Network Meetings each year to oversee revise developments in Special Needs Education and regularly meets with the local pyramid network.

All new staff are inducted and have a sound knowledge of procedures in school for SEND. When available staff are encouraged to develop their knowledge and skills through courses and any CPD priorities.

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 (SENDCo)

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

- be a qualified teacher working at our school. If our SENDCo has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring 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 SENDCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

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 SENDCo and specialist staff.

Our teachers will:

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

9.5 Teaching Assistants

- TA's are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCo.
- we deploy our TA's depending on their level of experience.
- our TA's are most effective when the support they give is focused on the achievement of specific outcomes.
- TA's 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.
- Support staff are encouraged to extend their own professional development and the senior leadership team will ensure 'tailormade' training where this is appropriate.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided the SENDCo and by trained teaching assistants (TAs) throughout the school. This is funded from the Local Educational Authorities annual budget and the school budget. The support timetable is reviewed through the provision map and up-to- date assessments, by the SENDCo and the head in line with current pupil needs.
- 1 full time Learning Mentor
- 1 full time Senior TA
- 7 full time TA's
- 3 part time TA's
- 2 full time apprentice TA's
- Support staff, class teachers, learning mentor, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

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.

Admission Arrangements

- Our admission policy which is detailed in the School Prospectus will be applied irrespective of ability and/or disability with the understanding that there may, in rare cases, be substantial medical grounds, handicap or illness, which would require extra provisions within the school. This we would expect to be provided by the Authority as a result of the child's Statement of Need.
- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.
- There is currently 1 Foundation class; prior to joining our school, children identified from the Early Years Unit as having SEND will be closely monitored to ensure a balance of both provision and opportunity.
- Admission to foundation is on a parttime basis for the first few days. These arrangements are flexible to cater for individual needs
- Prior to starting school, parents/carers of children with a Statement of SEND/EHCP or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their child's needs.

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

We will always try to accommodate parents commitments and will offer alternative appointments if required. If parents require a translator we will endeavour to provide support for this parent(s).

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

Special Facilities and Access Arrangements

- Highwoods Primary School is at present housed in one building, which has wheelchair access to most doors.

- There is currently no shower facility. A disabled toilet and intimate care room is accessible for disabled children or adults or children requiring changing throughout the day, (see intimate care policy 75)
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Our Personal, Social and Health programme including SEAL helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.
- Blinds are fitted to all windows in the classroom so that the effects of visual difficulties are minimised
- A small area for the children who experience epilepsy has been designated so they may rest following a seizure.
- Any medical conditions are recorded and a policy is in place (see Medicines Policy 44).

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 SEN 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. Mexborough School provide induction days which the children are invited to and have several parent evenings and pre visits to the primary school. If a child is due to attend another Secondary school arrangements are put in place so that the child can attend induction visits. 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.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENDCo will also attend any Annual Reviews for the children at their feeder school if invited.

- Foundation staff meet with new children prior to them starting school in September. Home visits are arranged and several transition afternoons take place in the school. Prior to pupils starting school, SEND concerns will be brought to the attention of the SENDCo. Where necessary the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs. Children transferring from Mexborough Highwoods Primary to new schools will have a Special Needs File which gives details of SEND and provision. The SENDCo will discuss these children with other schools on request.

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

In KS1 and 2 applications for access arrangements follow DfE Guidance and if children require support in the form of a scribe or amanuensis then this is provided.

Section 16: Storage of records

School adheres to the Model Protocol for Doncaster Record Keeping. All SEND Support Plans are kept electronically on the school network and can be accessed by staff using a password. Any documentation is filed and kept in a locked cupboard in a room off the hall.

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 SENDCo, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy 33*)

Section 18: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility: G. Rhodes Headteacher.

Name member of staff responsible for managing PPG/LAC funding; Bev Fallowfield

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: G.Rhodes Headteacher.

Section 19: Links with Other Services

Effective working links are maintained with:

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

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

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments):
Contact number: 01302 862332

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

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

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 November 2016 and will be reviewed annually by the Governing Body.