



BROOKE &
MARSHLAND
Federation

Special Educational Needs and Disability (SEND) Policy

Written by: Mrs E Levers

Date agreed by governors:

Review date: September 2016

At the heart of it all is the child

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Section 1: Main Contact Details and Policy Details

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Currently working towards NASENCo award and a member of SLT as Deputy Headteacher

Date of previous policy: September 2013

The Policy was subject to co-production and/or consultation prior to publication

- Deputy Headteacher and SENCO – Mrs. Emma Levers
- Mrs. Karen Coward – Deputy Headteacher
- Mrs. Sarah Hall – Executive Headteacher
- Mrs. Sarah Nevin – Governor Responsible for SEND

Reviewed Policy agreed by Governing Body: September 2015

Reviewed Policy shared with staff: October 2015

Reviewed Policy shared with parents/ carers via the website: October 2015

Policy to be reviewed again: September 2016

If you require this policy in an alternative format or language, please contact Mrs E Levers.

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
- Ofsted Section 5 Inspection Framework, July 2014
<http://www.ofsted.gov.uk/resources/framework-for-school-inspection>
- Teachers Standards 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf
- National Inclusion Statement
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf
- National Curriculum frameworks/ document
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301256/2014_EYFS_handbook.pdf
- In consultation with current school policies (see section 2.2)

This policy was created by the schools' SENCO with the SEND Governor in liaison with the SLT and all staff and parents of pupils with SEND.

- 2.2 Our schools have separate policies in place for:
- Child protection and safeguarding
 - Behaviour
 - Charging
 - Complaints
 - Accessibility
 - Safeguarding
 - Administering Medicines
- 2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This is available on the website.
- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

Section 3: Our School Profile and School Values

3.1 Our School Profile

The Federation

The federation consists of two schools, Thorne Brooke Primary School and Marshland Primary school. Both schools maintain their own identify, but share the same logo and ethos statement 'at the heart of it all is the child'.

Our Vision

Brooke and Marshland Primary School Federation is a happy and welcoming community. Our relationships are built on trust, integrity and respect for others and any differences between us. We foster a sense of value, pride and understanding between everyone involved in making our schools safe and supportive places to learn and play.

There is always someone to talk to.

We provide an exciting and inspirational curriculum that is built around first-hand experiences and that is relevant for today's world. Our expectations are high. We develop the children as confident explorers, critical thinkers and creative young people who are not afraid to ask questions and take risks. Our committed staff and our strong leaders know it is important to celebrate talents and to challenge individuals to realise their potential. We know everyone has the right to aim high and to shine; we can all be experts sometimes.

We strive to build foundations for lifelong learning and equip children for the next steps as young, confident and resilient adults.

We will inspire, excite and work together to create amazing memories.

The federation is formally constituted using statutory regulations and has a single governing body. Admissions to each of the schools is determined by the Doncaster admissions authority (LA)

From January 2012, Brooke and Marshland Primary Schools began working collaboratively together. The schools formally federated in November 2014. The federation has a shared vision and aims, and its mission is based in moral purpose to do the best for the children and families in the community of Thorne and Moorends.

The federation has an executive leadership team (ELT) which consists of the Executive Headteacher, Mrs Sarah Hall, the deputy headteacher, Mrs Emma Levers (responsibility for SEND and inclusion) and Mrs Karen Coward (responsibility for teaching and learning and inclusion).

The federation has a senior leadership team which consists of the Executive Headteacher, 2 x Deputy Headteachers, Teachers in Charge of phases/ key stages.

Some staff are employed for the federation and therefore work across both schools.

Thorne Brooke Primary School

Thorne Brooke primary school is a mainstream school which was graded as a 'good and steadily improving school' by OFSTED in 2011.

Brooke Primary School is two form entry and is significantly above the average size of national primary schools with approximately 550 pupils on role. There are 14 classes in school and a Foundation 1 unit.

In addition to the 15 full time class teachers there are 3 specialist teachers who are non-class based including an outdoor learning, French and music teacher.

The school is broken down into 'phases' which consists of the foundation phase (FS1 and 2), years 1 and 2 phase (KS1), years 3 and 4 phase (lower KS2) and years 5 and 6 phase (upper KS2). One teacher within each phase holds responsibility for overseeing the organisation of the phase and is part of the senior leadership team. These teachers are known as 'teachers in charge'.

Marshland Primary School

Marshland Primary School is a mainstream school which was graded as a good school by OFSTED in 2012.

Marshland Primary School is one form entry and is smaller than an average sized primary school, with approximately 160 pupils on role. There are 7 classes in school.

The school is broken down into 'areas' which consists of the foundation phase (FS2), year 1 and year 2 area, and the year 3, 4, 5, and 6 area. One teacher within each area holds responsibility for overseeing its organisation and is part of the senior leadership team. These teachers are known as 'teachers in charge'.

3.2 Our School Values

Ambition

Kindness

Confidence

Enthusiasm

Friendship

Honesty

Independence

Perseverance

Respect

Responsibility

Section 4: Aims and Objectives of this Policy

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
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN 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 (quality first 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 SEN Definition

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Special educational needs and disability code of practice: 0 to 25 years – section 6.15)

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.

(Special educational needs and disability code of practice: 0 to 25 years)

5.2 Broad areas of need

These four broad areas below have been identified in the statutory guidance as an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because 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 and young people with ASD, 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.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning

difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to 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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves 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, attention deficit hyperactive disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools, which we have used to support us in developing our school behaviour policy. This policy is available on the website or please ask at the school office.

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.

Further information with regards to providing services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Please refer to the links at the end of this document for further information

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

5.3 Difficulties which may not be related to SEN

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

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
- English as an Additional Language
- Behaviour

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.

Difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, an assessment will be carried out to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought that other factors e.g. housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted.

Section 6: Graduated approach to identifying whether a child should be in receipt of 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
- Formative and summative assessments
- 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.

The federation use a variety of formative and summative assessment methods:

- End of topic assessment (every half term)
- Prior learning and end of week assessment
- Use of SIMS and O track to track data
- Half termly progress meetings between the head teacher and teacher
- ELT analysis of data to identify any child who is underachieving

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

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching

- Prior learning activities to assess progress towards a specific areas of the curriculum (baseline assessment)
- Individualised transition programs into new year groups, and key stages
- Access to specific support groups such as social stars, Sensory circuits and Rainbows
- low level, short term, evidence based intervention programmes including speech and language (ELKLAN), Thrive and better reader
- targeted additional adult group and, where appropriate, individual 1-2-1 support
- bilingual support/access to materials in translation
- EAL support through an experienced HLTA
- A Buddy system
- Individual support plans (pastoral, SEND)
- Break and lunch time clubs e.g. Makaton, craft club (developing fine motor skills), sport clubs (developing gross motor skills)
- Break and lunch time responsibilities, including playground leaders
- Narrowing the gap, catch up and booster intervention groups
- Extra-curricular activities, organised by class teachers and communicated to parents through the school newsletter and website

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data though 'O track' (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Pupil progress meetings between teachers and the head teacher
- head teacher's report to parents and governors

6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 introduced SEN support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy approximately £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

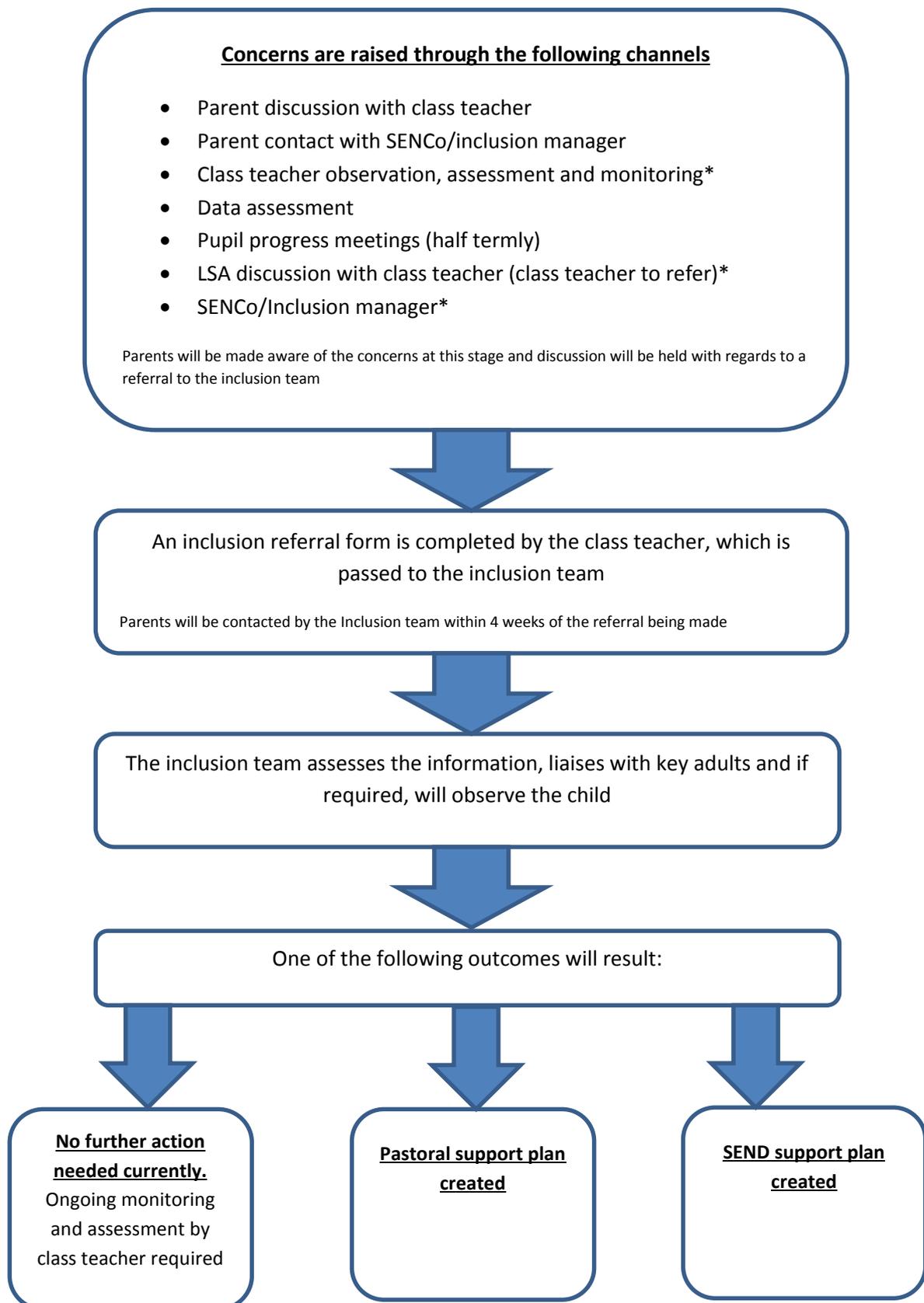
In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support;
- additional SEN 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 SEN Support Plan (SSP));
- children will have targets they can understand;
- our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- we will use the latest LA's guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their SSP;
- our SSPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our SSPs will have a maximum of four SMART targets;
- targets for an SSP will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's Special Educational Needs Co-ordinator (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, SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support

SEND and Inclusion identification and assessment process

Internally, the process below will be followed



- Pastoral and SEND support plans will be written by the class teacher, in collaboration with the Senior teacher, SENCO and inclusion team.
- Pastoral and SEND support plans will be reviewed every term, or more frequently if required, by the class teacher, parents/guardians, SENCO and inclusion team.
- Provision maps will be created and updated by teachers, the SENCO and the inclusion team every half term

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 SEN Support*** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

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

Section 9: Management of SEND within our school **(please also refer to SEN Information Report requirements)**

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 Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEN 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 SEN.

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.

All staff receive general and specific CPD related to SEN and inclusion. All staff are provided with an update and reminder with regards to SEND policy at the start of each new academic year. Throughout the year CPD is delivered every Wednesday from 3.30 – 4.30. Additional sessions are also delivered throughout the year, dependent on need and priorities. New staff are provided with SEND training during their induction program, which occurs at the start of their employment.

The Doncaster SENCO network meetings are attended by the SENCO or a school representative. The information from this is then shared with colleagues during CPD sessions. The Thorne and Moorends pyramid have set up a local SENCO network. Representative from each school meet once per half term.

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 Coordinator (SENCO)

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

- be a qualified teacher working at our school. If our SENCo 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 SEN 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 SEN
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN
- liaise with parents of children with SEN, 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 SEN 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 SEN
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for children with SEN
- liaise closely with a range of outside agencies to support vulnerable learners

9.4 Classroom and subject teachers

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

Our teachers will:

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

9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO.
- we deploy our LSA/TAs depending on their level of experience.
- our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.

Section 10: Partnership with Parents/Carers

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

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, 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 SEN Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

Section 11: Involvement of Children

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

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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

- All children that have a medical condition that requires school staff to be aware will have a care plan produced for them by the class teacher, in consultation with the parent/guardian and child
- The care plan is updated at least once per year
- A copy of the care plan will be kept in the teachers Pupil information pack (PIP), which is located in the classroom. The PIP is audited throughout the year during observations and set dates to ensure that it is up to date and accurate
- A copy of the care plan is also kept in the school office, medical room (if required), staff room and child's inclusion file.
- Details of the medical condition are recorded on to SIMS
- A file containing a copy of the care plans for all of the children will be kept in the staff room and also provided to the DRA in charge to ensure that all staff are aware of the conditions
- Class teachers are required to speak with the SENCO prior to organising a trip if children with SEND or medical conditions are in the class, to ensure that their needs are met.

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.

Transition within our school (between year groups/key stages)

- During the final half term, class teachers will identify any child who they feel may need additional transition arrangements e.g. children with SEND, vulnerable children, children with a care plan
- The class teacher, Working with the teacher in charge and SENCO, will create a package of support to assist the child in making a successful transition to the next year group/key stage
- Examples of additional arrangements may include a transition booklet, group work or 1-2-1 support with an LSA or teacher, parent/guardian meetings, support sessions during school holidays

Transition onto Secondary education

- The majority of children transfer to Trinity Academy at the end of year 6.
- During the year a variety of transition activities are organised by Trinity and federation staff. We work very closely with Trinity to ensure that the needs of all of the children are met.
- For a child that has a statement of educational need or education, health and care plan, The Trinity SENCO is invited to attend the child's annual review in year 5 and 6. In addition the federation SENCO works closely with the SEN team at Trinity to ensure that they are familiar with all children with SEND
- For other vulnerable groups e.g. children in care, medical concerns etc, the federation work closely with the Trinity teaching and learning leader and school mentoring team to ensure that all parties are aware of the needs of each child.
- Additional transition arrangements are made for any child that requires them. This has included early morning, lunch time and after school sessions at Trinity so that the children can familiarise themselves with the routines and procedures.
- 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.

Transition into our school (FS1 and FS2)

- The SENCO and senior teacher work closely with other alternative child care providers to ensure they are aware of the needs of the children transferring into the federation
- The FS1 class teacher conducts home and private nursery visits to meet the child in a setting in which they are familiar

- If a child requires additional transition support, the child and parent/guardian may be invited to attend stay and play sessions in the foundation unit
- The SENCO and class teacher will attend SEN support meetings at the child's nursery to ensure that they are familiar with the child's needs. They will work with other professionals, including the area SENCO, to ensure that any adjustments are made to the school environment prior to the child attending.

Transition into our school (mid-term or from another school)

- Parents/Guardians considering transfer to Thorne Brooke or Marshland primary school should make contact with the school administration team.
- If an application for transfer is made, the parent/guardian will be requested to attend a pre admission meeting. During this meeting further information will be obtained with regards to the child. From this a further meeting with the SENCO/Headteacher/CP officer may be required
- Once the application for transfer has been processed, the parent/guardian and child will be requested to attend an admission meeting. The child will visit his/her new class and meet any key workers.

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. Please see the schools' Admissions Policy documents.

Section 15: Exam Access arrangements

In KS2 applications for access arrangements will be made for those children who require this following the DfE Guidance and through NCA Tools. The Executive Headteacher has responsibility for doing this.

Section 16: Storage of records

SEN Documents and Records are stored in line with our Information Management Policy which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.

Section 17: Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Section 18: Other key members of staff in our school

Designated Teacher with specific Safeguarding responsibility

- Mrs Sarah Hall – Executive Headteacher
- Mrs Emma Levers – Deputy Headteacher
- Mrs Karen Coward – Deputy Headteacher
- Mrs Lindsay Blackham – Inclusion Manager

Member of staff responsible for managing PPG/LAC funding

- Mrs Sarah Hall – Executive Headteacher

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils

- Mrs Emma Levers – Deputy Headteacher

Governor with responsibility for SEND

- Mrs Sarah Nevin

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 September 2015 and will be reviewed annually by the Governing Body.