



JUNIOR SCHOOL

Together we make a difference

Special Educational Needs and Disabilities (SEND) Policy

Reviewed: February 2026

Review date: February 2027

SENCO (Special Educational Needs Co-ordinator): Hayley Little
Deputy Headteacher: Sheree Doyle
Link Governor: Oliver Christie
Headteacher: Nicola Sexton
Safeguarding Officer: Louise Fear
Lead in Cornerstone: Jenny Winters

Linked Policies: Equality and Accessibility Policy, Confidentiality Policy, GDPR policy

Policy Formation and Consultation Process

This policy was written and developed by the SENCO and the Senior Leadership Team in consultation with pupils, parents, governors and the wider school staff.

This policy ensures that the arrangements made for pupils with Special Educational Needs and Disabilities (SEND) are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice July 2014.

When reviewing this policy, the governing board and head teacher have considered the impact of the scope of the policy on the whole school community. Specifically, they have taken account of the categories used by Sheffield City Council as a public authority to assess impact, as set out below.

Protected characteristics defined by the Equality Act 2010:

- age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation

Plus, additional equality groups and interests also recognised by the Council:

- armed forces, *care experience, health & wellbeing, poverty & financial inclusion, social cohesion, unpaid caring responsibilities and voluntary, community & faith sector

*(*note – care experience was added in December 2023 and recognises those who are, or who have been, looked-after children. It includes Children Looked After (CLA) who are under the care of the local authority; children and young people who are post-CLA adopted; and those who are leaving, or have previously left, care or adoption arrangements).*

Sections covered in this policy are:

1. Purpose of Policy
2. Definition of SEND
3. Staff in school who work with pupils with SEND
4. Identifying when a pupil has SEND
5. SEND Provision
6. Education Health and Care Plan (EHC Plan)
7. Assessment
8. Funding
9. The Local Offer
10. Record Keeping and information management

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11. Working with Parents/Carers
12. Working with children
13. School to School Support
14. Staff Development
15. How we evaluate our SEND Policy
16. How we deal with complaints
17. More Information/Glossary

Purpose of policy: To outline the SEND provision for pupils at Dobcroft Junior School

Principles

Dobcroft Junior School is committed to providing equal access for all children to all areas of the curriculum and we recognise that to achieve this, provision must be made in curriculum planning, delivery and assessment for children of differing abilities. Differentiation is the responsibility of every teacher. Children with Special Educational Needs and Disabilities (SEND) must enjoy success and value themselves as learners. We encourage children to be involved in their own learning and to be aware of their targets. All children in school must learn and understand that different children have different needs and that every child must be valued uncritically as a learner. Channels of communication with parents must be open, clear and lead to clarity of understanding about the nature of need, the strategies being used to address the need, the criteria for success and the role of the parent throughout the process.

All children have the right of access to a broad and balanced curriculum, and to make progress appropriate to their ability and to achieve their full potential. Children are valued as learners irrespective of their ability. We believe that positive action in terms of resourcing is needed to meet the needs of children with Special Educational Needs and Disabilities (SEND). Creativity on the part of the staff is central to the education of our pupils who are on the Special Educational Needs register.

We aim to:

1. value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
2. ensure that pupils with SEND are able to take part in all the activities of the school including those that take place outside of school hours
3. ensure, wherever possible, that all our pupils are involved in decisions made about them and their education
4. ensure that parents of children with SEND are involved in decisions made about their children and are involved in school life and well informed about their children's progress.

1. Definition of SEND

'Children have SEND if they have a learning difficulty or a disability which calls for SEND provision to be made for them.' (Code of Practice 2014)

Children have a learning difficulty or disability if they are of compulsory school age and fall within the definition at (a) or (b) below or would do if special educational provision was not made for them

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

For the purposes of this policy SEND does not cover gifted and talented children. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Staff in school who work with pupils with SEND

All education staff in school teach pupils with SEND.

The Head Teacher, Deputy Head Teacher, SENCO and Link Governor ensure that the school's provision for children with additional needs is met and children's progress is evaluated on a regular basis. The SENCO meets with the Link Governor on a termly basis to discuss SEND provision.

The following people have specific responsibilities:

The SENCO

- Takes the lead in co-ordinating any further assessments that a child may be identified to need, either via internal Learning Support Assessments (e.g Dyslexia Screening procedures) or by referrals to external agencies (such as Speech and Language team, Occupational Therapy team, Educational Psychology team)
- Planning and monitoring future interventions for the child in conjunction with colleagues/parents.
- Monitoring and reviewing the effectiveness of the SEND provision throughout the school
- Co-ordinating staff training.
- Providing an additional communication point for parents/carers and supports teachers in ensuring parents/carers are fully informed about their child's provision
- Co-ordinating SEND provision
- Line management of our Teaching Assistants
- Is a member of the inclusion team and reports to the SLT accordingly
- Is a member of the attendance team, with a focus on attendance within the SEND cohort
- Reports to governors in the area of SEND termly
- Assesses children in the relevant areas in preparation for KS2 statutory assessments and reports outcomes for parents
- Supports year 6 teachers in co-ordinating the relevant support required to ensure children access the year 6 statutory assessments
- Oversees the provision in the personalised learning base and supports the lead teacher with planning and assessment.
- Oversees the quality assurance procedures required when a child accesses Alternative Provision
- Oversees the EHCP Provision across school, and chairs the Annual Review meetings for each child, ensuring that all agencies involved are present at the meetings
- Chairs SEND review meetings termly
- Oversees the transition process from Y2-3 and 6-7 for SEND pupils
- Oversees and coordinates our Thrive Provision in school, with a focus on Wave 2 and 3 Thrive interventions
- Strategically evaluates our SEND provision annually in order to create a robust action plan

Link Governor

- Monitors and evaluates SEND provision and reports to the governing body termly.

Class teachers

- Provide a planned curriculum that meets the needs of all the learners in their care.
- Monitor and evaluate all children's progress and set targets for them.

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- Reports to the SENCO any child that may be causing concern
- Are responsible for reviewing and updating children's One Page Profiles and outcomes three times per year in consultation with parents. (See Section 5 for more information.)

Lead teacher in Cornerstone

- Provides a planned curriculum that meets the needs of all the learners in their care.
- Alongside the class teachers they monitor and evaluate all (Cornerstone) children's progress and set targets for them.
- Reports to the SENCO any child that may be causing concern and work in partnership with class teachers to review and update children's One Page Profiles and outcomes three times per year in consultation with parents. (See Section 5 for more information.)

Safeguarding Officer/ Pastoral lead

- Works under the supervision of the Head teacher, Deputy Headteacher and SENCO to provide pastoral learning programmes to individuals and small groups of children.
- Works closely with families.
- Is a member of the inclusion team and reports to SLT accordingly
- Is a member of the attendance team
- Works with the SENCO to oversee and coordinate our Thrive provision in school

Teaching Assistants

- Works under the supervision of class teachers and deliver specified work and planned programmes of work according to children's One Page Profiles. This could be 1:1 or in small group situations.

Welfare Supervisors

- Are aware of children who may require more support and they are trained in providing strategies to support children at lunch time when necessary.

3. Identifying when a pupil has SEND

It is important that a pupil's SEND are identified as early as possible. The criteria we use to identify children as having SEND are detailed below:

- A child is working significantly behind their peers and not making adequate progress. This may be in all areas of the curriculum or the child may present a 'spiky profile' and be under-performing in just one area of the curriculum.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- A child is struggling to access the classroom from an emotional/social perspective without reasonable adjustments

The Code of Practice identifies four broad areas of need:

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

These categories provide 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. At Dobcroft Junior School we seek to identify the needs of pupils by considering the needs of the whole child which look beyond the SEND of the child / young person.

To help us identify a child's level of need within these four broad SEND areas (see above), we use a document called the Sheffield SEN Support Grid which parents can access online at

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<https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/support-within-school-if-your-child-may-have-special-educational-needs/sheffield-support-grid-parent-carer-quick-guide/>

Each area of SEND is broken down into levels, which determine the degree of support a child will require.

Children who are identified as being at Level 1 within an area of SEND	Children who are identified as being at Level 2 within an area of SEND	Children who are identified as being at Level 3 within an area of SEND	Children who are identified as being at Level 4 within an area of SEND	Children who are identified as being at Level 5 within an area of SEND
<p><i>Nationally, support for pupils at L1 and L2 is classed as 'Ordinarily Available' – this means that the support they need is provided within the classroom via Quality First Teaching</i></p>		<p><i>Nationally, pupils at L3,4,5 are required to have a 'K Code' in our school central record system to highlight their 'SEND Support' status.</i></p> <p><i>Some pupils are assessed at being a Level 2, but across more than one area of SEND. These pupils may receive a K Code to capture their range of needs</i></p>		
<p>We would place the child on the school 'Monitoring Register' (see below) We would discuss the pupil at pupil progress meetings and the SENDCo will monitor with regards to them being placed on our SEND register in the future if steps taken do not support progress</p>	<p>We would place the children on the SEND register with a K Code. These pupils may have an outside agency involved or be accessing a Learning Support programme</p>	<p>We would place the children on the SEND register with a K Code. These pupils are very likely to have outside agency involved or be accessing a Learning Support programme</p>	<p>Children placed at Level 5 are likely to have an EHCP in place, so would receive an E Code. A range of professionals would work with the child.</p>	
<p>A One Page profile would be created for the child and parents would discuss their child's progress during Parents' Evenings.</p>	<p>A SEND support plan would be created for the child. In some cases, mostly when external professionals become involved in supporting the child, an Extended Support Plan would be put in place. Parents would be invited to termly SEND review meetings to discuss their three Outcomes and review progress made.</p>	<p>An Extended Support Plan would be likely to be in place, and in some cases, an EHCP would be in place. Parents would be invited to termly SEND review meetings to discuss their three Outcomes and review progress made.</p>	<p>EHCP likely to be in place An extended support plan would be in place to compliment the long term outcomes from their EHCP. Parents would be invited to termly SEND review meetings to discuss their three Outcomes and review progress made. One of these meetings would likely be an EHCP annual review meeting</p>	
<p>The child's needs would be met through Quality First Teaching and additional adjustments using the 'ordinarily available' checklist from the SSG (Sheffield Support Grid)</p>	<p>The child's needs would be met through a blend of Quality First Teaching and specific interventions that cater for their area of need.</p>	<p>The child's needs would require some forms of specialist, specific input that runs on top of their access to Quality First Teaching</p>	<p>The child's needs would be met through daily, specific, specialised input across all parts of the curriculum</p>	

SEND Monitoring register/Level 1 or 2 SEND need

Some pupils in school may be added to our monitoring register. These are pupils who:

- May have a SEND diagnosis but are not accessing any additional support in school that goes above the 'ordinarily available' checklist from the SSG.
- May be on a waiting list for a diagnosis, and currently are not accessing any additional support in school that goes above the 'ordinarily available' checklist from the SSG.
- May have been identified by teachers or parents as not making adequate progress and *could* have a learning need that has not yet been explored

The SENCO will ensure that during Pupil Progress Meetings, data collection and classroom visits that the progress of these children is checked in on. If concerns continue to develop, then conversations will take place about adding the child to the SEND register and increasing their level of need on the SEND register.

Ordinarily Available Provision at Dobcroft

<p>1A/1C- speech& language</p> <ul style="list-style-type: none"> -Staff awareness of the child's needs -Visual aids to support routines, resources and learning -Noise levels suited to learning -Consideration of seating position -Reinforcement of any targets from individual SALT sessions -Support with new vocabulary through pre-teaching -Support with new vocabulary through word mats -Visual, auditory and kinaesthetic approaches -Alternative forms of recording ideas -Adult modelling of speech sounds 	<p>1B- social communication</p> <ul style="list-style-type: none"> -Child's voice central to practice -Effective communication with parents -Additional end of year transition -Meet and greet daily by teacher, and regular adult check ins -Build in roles/jobs for the child -Clear structure, routines and expectations -Learn about pupil's special interests and incorporate into learning -Model de-escalation techniques -Low arousal environments as standard -Support with transition/changes -Support tailoring breaks/lunches -Visuals to support verbal instructions -Additional processing time -Visuals to support routines -Task boards, Timers, -Uncluttered environment -Seating considerations -Sensory breaks/resources, including use of the turnaround corner 	<p>2- Cognition and Learning</p> <ul style="list-style-type: none"> -Simple, clear, chunked instructions -Extra processing time -Targeted questioning -Checklists, visual reminders -Key vocabulary to hand -Minimise copying from the board -Visual aids -Resources for note taking -IT programmes (clicker) -Differentiation using BTK -Plan, teach, model strategies -Scaffolded tasks -Breaking down tasks into chunks -Checklists/extended success criteria -Regular check ins -Low arousal environment -Concrete resources, word mats, visual reminders, word banks -Regular feedback/praise -Low distraction work area -Coloured backgrounds/overlays -Uncluttered worksheets and slides Learning breaks
<p>3- Social and Emotional</p> <ul style="list-style-type: none"> -Meet and greet -Zones of Regulation -Feelings register -Turnaround corner -Low arousal classrooms -Positive reinforcement -Eye contact -Trauma informed practice -Clear, calm communication -Emotional atunement -Co-regulation strategies -Visual aids for routines, expectations and learning 	<p>4- Physical</p> <p><i>VI- visual impairment, HI- hearing impairment, Ph- physical</i></p> <ul style="list-style-type: none"> VI- use of name to get attention VI- verbal support to back up visuals VI- support plan for unstructured times VI- use of specialist resources (e.g. magnifiers) VI- lighting alterations VI- adaptations to texts VI- black pen or 6b pencil VI- personal copies of materials VI- use of facial expression/body language 	<p>5- Sensory</p> <ul style="list-style-type: none"> -Capture pupil voice around sensory needs -Sensory diet created -Support the child with awareness of their sensory needs -Agreed signal to when the child needs a sensory break -Toileting/drinking/eating plan -Decluttered environment -Low-arousal environment -Seating position -Standing desks -Sensory toys

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<ul style="list-style-type: none"> -Good balance of teacher/pupil talk in input -Standing desks, sensory tools -Home/school communication and handover -Wider trusted adults in school -Well considered seating -Safe spaces to regulate -Reduce demands temporarily when needed -Lunchtime plans 	<ul style="list-style-type: none"> HI- use of specialist equipment as supplied HI- low arousal environment HI- visual prompts HI- seating position HI- quieter place in the room HI- clear voice HI- face the pupil when speaking HI- gesture/facial expressions HI- key word mats HI- simple and clear instructions Ph- pencil grips, easi grip scissors, sloped work surface, clicker 8 Ph – support getting changed for PE Ph- careful seating position Ph- fine motor skills opportunities (morning work) 	<ul style="list-style-type: none"> -Wobble cushions, chair bands, ear defenders -Support with transition times -Safe space to regulate -Cloakroom adaptations -Zones of regulation
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Before a child starts at the school

Where SEND is already identified, staff from Dobcroft Junior School will attend any reviews prior to the child starting school. Through our strong partnership with Dobcroft Infant School we are informed and involved with some children who may require more support well before they join our Year 3. See *Section 13 for more information about transition.*

Current Pupils In School

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible. Teaching assistants are also involved in this process.

This could be through:

Teacher / Teaching Assistant concerns

- Teacher assessment
- National curriculum assessments
- Screening or assessment tools e.g. Birmingham Toolkit (This shows small steps of progress) or Thrive online profiling
- Information passed on from previous schools/settings
- Children who are flagged up as a concern at termly Pupil Progress Meetings, who may be identified as making limited progress.
- Concerns about number of behaviour incidents or incidents of the child being emotionally dysregulated
- Concerns around the child's emotional wellbeing
- Concerns around the child's attendance

The class teacher / teaching assistant will have a discussion with the parents and the SENCO if they have concerns. The SENCO will gather together information about pupils and will work with the staff/parents involved to decide on any action that needs to be taken. SENCO involvement will require permission from parents initially. The SENDCo would use the Sheffield Support Grid to identify the child's level of need and plan their level support appropriately.

Parent concerns

- Information provided by parents
- Discussion with parents

Staff at Dobcroft Junior School recognise that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children.

4. Special Needs Provision

Monitoring and Review When a pupil has been identified as having SEND (as described in section 4) and this has been discussed with parents, we place them on either the SEND monitoring Register or the Special Needs Register, depending on the level of need of the child (see grid in Section 4).

A child who is on the **SEND register (level 3-5)** will have two key documents to track their journey at the Junior School and present their key areas of development; their One Page Profile and their Support Plan. When the child is at a Level 1 or Level 2 on the SEND monitoring register we may use a one page profile to capture their key reasonable adjustments that support the child to access school successfully.

One Page Profiles are a document which presents the child's views, needs and support on one page. Some sections are solely created by the child, to capture their own views. Where possible, the child will complete the document independently. When not possible, an adult will work with the child to present their views. Before each SEND review cycle, the child will be given the opportunity to edit their One Page Profile, so that it continues to be a relevant document. The One Page Profile will also explicitly show the key provision in place for that child on a day to day basis. Within each SEND review meeting, the key provision will be discussed and reviewed based on the views of the child, the teacher, the SENCO, the parents and professionals.

A support plan is a working document which tracks the child's progress against their 3 SEND outcomes for the year.

The outcomes are based on the collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teaching Assistant. Outcomes need to be:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time limited**

At a child's Autumn term SEND review, the SENCO, teacher, pupil and parents are involved in setting the three outcomes for the year. Where relevant, a child may have outcomes relating to their progress along the Birmingham Toolkit. Ultimately, each child's outcomes must reflect their SEND area of need (Communication and Interaction, Cognition and Learning, Social/Emotional/Mental Health, Physical).

At the Spring and Summer SEND review meetings, the parties will reflect on how the child is progressing against each outcome, and the SEND support plan will capture these discussions in detail.

The SENCO is responsible for chairing all of the SEND reviews and ensuring that the child's SEND Support Plan reflects the discussions and decisions made in the meeting. It is the teacher that holds the responsibility for evidencing progress according to the outcomes planned.

SEND reviews are in addition to Parent's evenings and we welcome parents of children on the SEND register to attend both sets of meetings.

An Extended support plan is a working document which not only captures the child's SEND support plan, but also acts as a log of professional involvement, and captures in more depth the views, wishes and aspirations of the child and their family.

Teaching & Learning

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Provision at Dobcroft Junior School for children with SEND is characterised by the following principles:

- Removing barriers – adopting a holistic approach;
- Early identification and intervention;
- The early and close involvement of parents;
- Strong communication between all parties;
- Tracking and monitoring of pupils' progress;
- The acceptance of the key role of class teachers at all stages;
- The positive value placed on children with SEND;
- SEND having a high profile within the School's ongoing improvement and development plan;
- The commitment to specialist advice and provision through a special needs co-ordinator;
- A dedicated SENCO role, working closely with the SLT;
- Provision mapping of Teaching Assistants;
- Pastoral care provided both through our Personalised Learning Base (Cornerstone) , THRIVE Nurture Group and Pastoral team
- A positive view on the admission of SEND children; and
- Regular in service training for staff in relation to SEND.
- Preparation and support to enable children to access standardised testing including end of KS2 assessments in year 6 - this will include outcomes of assessments and special arrangements made being communicated to parents as early as possible.
- Additional transition arrangements from Y2-3 and Y6-7, coordinated by the SENCO and Inclusion team
- All children have a broad and balanced curriculum, which is planned to take account of any SEND they may have.

For the most part, children with SEND will be taught in the classroom, alongside their peers. Our intent is for Quality First Teaching to be the main driver in supporting children with SEND, which centres around adopting a range of teaching techniques and strategies within each class, including:

- Differentiated tasks
- Specialist equipment/resources including computing equipment
- Signing and assisted communication including Communication In Print (a flexible, symbol communication tool)
- clear and consistent behaviour systems and strategies for the whole class and for individual pupils
- classroom organisation
- peer collaboration
- a nurturing, Trauma informed approach

This will enable individual learning needs to be met and ensure all children maximise their potential in all areas.

However, we do recognise that in some cases, a child may need additional support to compliment the Quality First teaching within the classroom. This may include:

- Specially prepared learning materials (Birmingham Toolkit) accessed by children in addition to standard classroom learning
- Deployment of Teaching Assistants
- Individual and group learning sessions/support sessions
- Using intervention programmes within the Waves of Provision
- Personalised Learning Base (Cornerstone)
- THRIVE Nurture Group
- Pastoral sessions
- Social skills programmes
- Engaging with Social Services' assessments when requested
- Seeking support and involvement from external agencies and professionals

- A few children with SEND will have an Education Health and Care Plan (see later in policy).

When appropriate, and when a child has been identified as having a higher level of need (see table in Section 4), children on the SEN register will sometimes have the additional support of a Teaching Assistant. This support might be delivered to an individual child on a one to one basis or the Teaching Assistant might work with a small group of children. When the support is at 1:1 level, the SENCO will create a 'team around the child' so that not one adult is solely responsible for the child's support. At all times teachers are responsible for the teaching, learning and progress of children with SEND in their class.

Pupils who are not making expected progress in one, several or all areas of the curriculum may be withdrawn for targeted work directed to them as an individual or as part of a small group. By careful monitoring of children's progress we can match their needs to differing programmes/interventions we have developed in school. We believe that it is essential that children who are having difficulty with learning are supported as soon as possible. The SENCO will analyse the success/impact of these interventions by studying the pre and post assessments of the children and this impact will be shared with parents at SEND review meetings.

Birmingham Toolkit

Where children have a SEND need in the Area of Cognition and Learning, and where in reading/writing/ maths they are not at the expected standard for their age, we use the Birmingham Toolkit to support their learning and accelerate progress.

The Birmingham Toolkit is an assessment and planning tool which allows us to;

- 1) Assess and pinpoint key objectives or skills which the child has not grasped (which may significantly impact knowledge and skills in later years)
- 2) Identify the next steps in learning for a child
- 3) Create small, achievable, focused learning objectives for the child which allow us to see small steps of progress quickly
- 4) Re-assess termly the progress of each child

Once we have used the Birmingham Toolkit to find key learning gaps in reading, writing and/or maths, we are able to create bespoke learning packs for the children to work on, so that they are given the opportunity to fill the gaps in their understanding and access more objectives relevant to their year group. The children may access this personalised work at different times of the day;

- As a morning task for 20 minutes (varying between working independently or with an adult)
- As part of a targeted intervention with a TA

Staff create personal timetables for the children so that they know when they will be required to work on their 'BTK targets' throughout the week.

At the end of each term, staff will use the progress made within these targeted sessions to assess whether the targets are now embedded for the child, and update our tracking sheets to show progress over the term. This progress will be shared during SEND review meetings with parents.

At the end of a school year, a child's Birmingham Toolkit profile will be handed over to their new teacher, to allow these specific targets and focus areas to be embedded into plans for the new academic year.

Where a child is considered to be 'working towards' the year group standard, they will still continue to access the main curriculum alongside their peers, and use Birmingham Toolkit to complement their learning. This enables teachers to pinpoint gaps in learning and progressively build skills.

Where a child is considered to be working at a level that is 'significantly lower' than that of their peers, the class teacher will use the child's Birmingham Toolkit tracking grids to plan a higher degree of differentiation for that child within their long, short and medium term plans.

Thrive

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Thrive is a whole school approach to developing the Social and Emotional needs of all pupils within school, and especially those with a Special Educational Need. Please see our website for more information. Using an online profiling system, we are able to identify:

- Whole class targets – a target for the class to work on together throughout the day, based on their social interactions
- Children who may benefit from some targeted support out of the classroom to build their Social and Emotional skills

Once the children have been identified, the Thrive team coordinate the creation of small groups to attend Thrive sessions in school. These are led by Teaching Assistants with the support of the Thrive practitioners.

For some pupils, we recognise that their support would best be delivered on an individual level, so this is planned for on a case-by-case basis and carried out by the pastoral team staff.

The Thrive sessions, whether that be a group or individual session, are very much play based, and we aim to create a relaxed environment for children to explore, take risks, overcome problems and celebrate successes. Activities include:

- Role play
- Problem solving activities such as den building, puzzles and games
- Baking
- Gardening and outdoor play
- Arts and crafts
- Turn taking games
- Circle time discussions

Targeted Interventions

We run set interventions at school to support and accelerate learning:

- Read Write Inc, for pupils who have not yet secured their decoding skills in reading
- Reading Fluency Intervention, for pupils who have secured their decoding skills but need to develop their fluency skills in reading
- Reading Comprehension Intervention, for pupils who require additional support to achieve the Expected Standard in reading
- Times tables intervention
- Nessy Spelling intervention (dyslexia friendly)
- ELSA interventions (Emotional Literacy Support Assistant) overseen by our pastoral lead
- Thrive interventions (see above)

We also welcome implementing additional interventions led by professional advice which links specifically to the needs of individual pupils, for example:

- Speech and Language interventions
- Lego Therapy
- Gross/fine motor programmes
- MHST sessions (Mental Health Support Team) led by external professionals

Where necessary other professionals maybe involved or consulted, for example:

- Educational Psychologist
- Specialist Autism Team
- Speech and Language Therapists
- Consultants from Ryegate Children's Centre (NHS)
- Occupational Therapists/Physiotherapists
- CAMHS
- MAST

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- Hearing Impaired Team
- Visually Impaired Team

Our SENDCo attends our termly Pupil Progress meetings which is where we can identify what interventions are required to enable ALL pupils to remain on track in their learning. Where interventions are more bespoke, professional advice will be sought by the SENDCo and relevant teams connected to the child.

5. Education Health and Care Plan (EHC Plan)

Some children and young people may require an Education Health Care Needs Assessment, in line with the SEND code of practice, in order for the local authority to decide whether it is necessary to make specific provision for the child.

The EHC needs assessment process is described in the local offer:

<https://www.sheffielddirectory.org.uk/localoffer/>

Any recommended specific provision will be documented in the form of an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The EHC plan will cover the views, interests and aspirations of the child and their parents/carers and information about the young person's SEND, health and social care needs. It will also state the outcomes sought for the child or young person and the special educational, healthcare and social care provision required by the child or young person.

When parents or schools are considering an application for an EHC plan, it is important that the school can evidence that we have tried a range of strategies/intervention that has had limited progress, or alternatively, have identified successful levels of provision that are above and beyond that provided in the classroom. The Local Authority would prefer that a support plan is reviewed **three times** before the EHC application is submitted, so that the professional's panel can gain a deeper picture of the provision needed for the child and as a result, make an informed decision around whether an EHC plan is needed. Our SENCO is the main point of contact for parents who would like to know more about the EHCP application process. They will also lead on preparing the relevant paperwork and make the application on behalf of parents.

6. Assessment

We assess all children including those on the SEN Register 3 times per year. These assessments provide part of the information teachers use to discuss children's progress with the Head Teacher and Deputy Head Teacher at termly pupil progress meetings. Assessments help to inform outcomes and future SEN provision. Children accessing intervention programmes often have pre and post intervention assessments. Children with more complex or significant needs, are also assessed by external agencies e.g. Learning Support Teacher, Educational Psychologist. They use a range of assessment tools such as:

- Dyslexia Screener
- Birmingham Toolkit
- THRIVE online assessment tool
- British Picture Vocabulary Scale
- Read, Write, Inc Phonics assessments
- Reading and spelling age tests
- HAST spelling assessment

The Birmingham Toolkit will be a large part of the assessment cycle for children with Cognition and Learning difficulties and will directly feed into their final teacher assessments for the academic year.

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7. Funding

The majority of children and young people with SEN or disabilities will have their needs met within the devolved budget of mainstream settings, schools or colleges. Where pupils in our school have very significant and complex additional needs, they will be referred to the Educational Psychologist Service, who work on a consultation model with school.

Schools have a notional SEN budget included in each school's overall budget – this is based on Local Authority formulas. The Local Authority will also provide additional funding for us to carry out specific provision for pupils with EHCPs.

For more information <http://www.sheffieldparentcarerforum.org.uk>

8. The Local Offer

For information, Local Authorities must publish a Local Offer, setting out in one place information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children, those with SEN, their parents and service providers in its development and review

The Local Offer should cover:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support
- Schools are also required to be transparent in what their setting offers in terms of support for children with Special Educational Needs and Disabilities.

More information on Sheffield Councils local offer can be found at:

<https://www.sheffielddirectory.org.uk/localoffer/>

Our school's local offer is available on our website which reflects Sheffield's Local Offer- in the section about us/statutory information.

9. Record Keeping and Information Management

The SENCO is responsible for-maintaining records and for making sure they are made available to others who need to see them. The records kept for a pupil with SEND may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information about interventions (from provision maps)
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services

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- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.
- Individual support plans

It is important that information about a pupil's SEND is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school are made aware of individual pupil's SEND and what provision is made. This is often through the use of a Pupil Profile or provision map
- We ensure that all information is passed on to new class teachers through our own internal transfer system and that all classes have a folder that makes any other teachers, e.g. supply teachers, aware of children with SEND and the strategies the school uses to ensure their needs are met.
- Parents are able to request copies of any information held by the school at any point – there is a formal 28 day period for the school to respond to such a request.

10. Working with Parents/Carers

The aim is to develop a partnership where staff and parents work together in the best interests of the child. For this to work successfully, staff recognise that positive attitudes, sharing information, procedures and awareness of needs are all important. When appropriate, the wishes of the child are also sought and taken into consideration. In some cases it is the concerns of parents that lead to a child being placed on the SEN register.

Information about SEND is in the induction pack (Y3 booklet) for parents of children new to our school. Parents are fully involved in the SEND provision proposed for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are supported and encouraged to take an active role in determining future provision during each of the 3 review meetings per year.

During the procedure of applying for an Education and Health Care Plan, parents will be given as much help, advice and support as possible. In addition, we operate an open door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a parent raises a concern, it is always investigated and outcomes are reported back/discussed with parents.

Some ways parents of children with SEND are involved:

- Three review meetings per year, plus Parents evenings
- Additional meetings if requested by parents or staff - wherever possible
- Sharing information through the SEND section on the school website
- Annual SEND coffee afternoons
- A non-class based SENCO available to meet with parents, by prior arrangement
- Linking with Parent Partnership Services and relevant voluntary organisations
- Transitional reviews with the Infant School staff and Secondary School staff

11. Working with Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their next steps
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school

12. School to School Support

The Dobcroft Junior School SENCO works regularly with SENCOs from other schools; in particular with the SENCOs from Dobcroft Infant School and Silverdale Secondary, where best practice is shared, policy is reviewed and transition information on individuals and cohorts are discussed.

Whenever a pupil transfers to another school, including special schools, a transition package will be developed to meet the needs of each individual child. This will be 'over and above' the transition package offered to other non-SEN children. All relevant information will be transferred to the new school. In addition, for pupils with SEND, there will be dialogue between the class teacher and/or SENCO and/or Head Teacher and/or Deputy Head Teacher and a senior member of the new school's staff.

Y2 – Y3 Transition:

- SENCOs meet in the Summer term to discuss pupils
- SENCO visits the infant school to meet the SEND children
- Additional visits arranged for SEND pupils
- A Buddy System is operated – Y3 pupils buddy up Y2 pupils
- The Autism Team support transition for ASD pupils – begins in the summer term at the infants and continues in the autumn term in the juniors
- Transition booklets are made for SEND pupils
- Summer term transition reviews attended by the SENCO and Y3 staff
- SENCO and DHT do a presentation about SEND at the infant school in the summer term

Y6 – Y7 Transition:

- Y5 coffee afternoon led by Silverdale SENCO in the Autumn Term ready for school choices
- Silverdale SENCO attends Y6 reviews in the summer term
- Integration Programme for SEND and vulnerable pupils
- Additional transition days
- SEN induction for parents held at Silverdale
- SEN information / data passed onto the relevant Secondary school
- If pupils are going to attend a different school other than Silverdale, the SENCO from the receiving school will be invited to a summer term review meeting and transition visits will be arranged.

School to school support also extends through the Locality of Schools via our half termly SWIP meetings, where SENCOs from all schools in the locality meet to;

- Complete the 'Agree to Assess' phase of EHCP applications, by presenting cases to each other and ensuring a consistent approach to EHCP processes across the Locality
- Offering support and guidance to each other
- Sharing good practice
- Gaining advice and support from our Locality Educational Psychologist
- Moderation of Support plans/Extended Support plans to gain consistency in documents across the locality

13. Staff Development

Whole staff training in SEN will normally be identified through the performance management process, but also training sessions will be organised to meet the current needs of children and staff. The quality of teaching and learning is regularly reviewed for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving staff understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. The training is provided in the following ways:

- Observation by SLT and School Improvements Partners
- In-house training – through staff meetings, shared teaching, learning support advice
- Training from external agencies
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools

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- Training arranged through the family of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

All staff (including Welfare Supervisors and Teaching Assistants) will attend relevant INSET sessions and external courses. The SENCO will attend The Children's and Young People's Directorate (CYPD) Special Educational Needs meeting/training sessions, which are usually held termly.

14. How we evaluate our SEND policy

- The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEN. The Link Governor reports back to the Governing body termly using evidence for example from discussions with SENCO, discussions with other staff and learning walks. The SENCO provides a yearly evaluation report for the Governing Body in the Autumn Term as a reflection upon the previous academic year.
- Parent's views are sought through SEND coffee afternoons and SEND reviews.
- The progress of pupils with SEND is measured, e.g. termly and year by year data analysis
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors and through the support plan review system.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school.

15. How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. Parents who have concerns about their child should contact their child's teacher or the SENCO. We will always do our best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website.

16. More Information / Glossary

Annual Review

Review of Statement/EHC Plan by the Local Authority that must occur at least annually. (Parents are invited to attend.)

SEND Code of Practice 2014 (For more detail: Google: Special educational needs and disability code of practice: 0 to 25 years)

Guidance for Local Authorities & schools on how to identify, assess and provide for children with SEND.

Educational Psychologist

Employed by the Local Authority or the school to assess and advise on a child's learning difficulties.

Education Health Care Plan

Replacement for the Statement of SEN. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them. It is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone.

Inclusion

This refers to the principle of ensuring practice in school ensures all learners can access mainstream education, regardless of the barriers they face, one of which could be special educational needs or disability.

Local Authority (LA)

The body responsible for schools and for assessing and providing for SEND.

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or a disability which hinders use of general educational facilities.

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Mainstream School

School that caters for all pupils, including those with SEND.

Extended Support Plan

Schools are expected to use an Extended Support Plan (ESP) where there is a need for co-ordination of provision because a child has long-term needs and requires support from a range of services. The ESP records a child's educational, health and social care needs, the outcomes they are working towards, and the support provided. It looks similar to an EHC (Educational, Health and Care) plan, but is non-statutory, which means it does not confer any legal rights.

Special School

School that caters for children with a Statement of SEN or an EHC Plan who cannot/have chosen not to access mainstream school.

SEN Support

This is the new category on the SEN register

Special Educational Needs and Disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision

Additional or different education for children with SEND.

SENCO A member of staff at school who has responsibility for coordinating special educational provision